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THE INFLUENCE OF THE HIGH SCHOOL UPON EDUCATIONAL METHODS

THE high school is between two fires. More than any other portion of our educational system its work is marked by divided aims, and this through no fault of its own, but through opposed demands made upon it. About the function of the primary school at one end and of the university at the other, there is no dispute. Questions there may be, and are, about the best ways of realizing the end, or just how much the end shall include; but there is no question as to what the school in its main features shall stand for. But the high school occupies no such assured place. I do not refer to those who deny its utility completely. I wish to treat all opinions respectfully, yet I do not think that this question before this body^{*} needs discussion or would suffer it. Carlyle says that a final question about every society is whether or no it possesses *lungs*; whether or no it can take capacity, talent, power for service, born in any section or stratum of society, and bring it to the place where it can do its work. Even though statistics should indicate that a much smaller percentage of pupils than is the case reach and pass through the high school, so long as that institution selects some choice youth and brings them forth to larger opportunity and more efficient service, it shall stand justified.

^{*} This paper was read at the School and College Conference, at the University of Chicago, November 15, 1895.

No, I refer to the opposed aims actually set before the high school by the conditions under which it exists. It must, on the one hand, serve as a connecting link between the lower grades and the college, and it must, upon the other, serve not as a stepping-stone, but as a final stage, as itself the people's college, to those who do not intend to go, or who do not go to college. The academy which is distinctly a preparatory school does not have to contend with this difficulty. While we are thankful for the increasing number and the increasing efficiency of our distinctive preparatory schools, we must also be thankful that the split is not wholly between schools which prepare for college alone and those which do not; but that the division of energies exists within one and the same institution. However difficult the problem for those in charge of the high school, they have the consolation of knowing their sufferings are vicarious—that both primary and university education are reaping the benefits of their struggles. It is a helpful thing for the lower schools, and for the colleges that this conflict has to be faced and fought out within the limits of one and the same school.

It is of these interactions of the high school that I wish to speak—the influence it has exercised upon the rest of the educational system because of the peculiar place it occupies: not so much formally as informally, not so much of conscious purpose as through the conditions it has created. The proposition I wish to put before you is that the high school has been an intermediary in a very real sense; it has been the intermediary between the college, and the non-college business and professional public.

As this intermediary, it has operated to reflect back into the lower grades as much as possible of college ideal and method, thus solidifying and elevating the intellectual possessions of the public which never sees the college doors. There has been university extension by unconscious permeation, by indirect radiation. On the other hand, by practically compelling the college to adjust itself to the conditions of its preparatory constituency, it has served to break down the monastic and scholastic survivals in education, and to so modify the college aims and

means as to bring them into much closer contact with everyday life. There are those who regret this as a departure from the self-included literary aims and spirit of the college, but to them I do not address myself. It is not necessary to be a spiritual recluse in order to escape being a Philistine.

First, as to the effect upon the university. As long as the academy existed primarily as a mere preparatory school for the college, its influence upon the college was of necessity slight. Action and reaction did not appear to be equal. But given a high school having other aims than those supplied by the college, another constituency to which it is responsible, and the college faces a serious problem. It must adjust itself more or less to the conditions thus created; it must meet the competition of this other environment of the high school, and so modify its courses and methods as to offer equal or superior attractions. It is led out into the struggle for existence and must exhibit its fitness to survive.

The fact is that certain changes in the policy, curriculum and methods of the college were initiated more promptly in the West than in the East, and were carried out with less discussion, almost from necessity, and with little consciousness of their radical nature. In the East these changes came, if at all, only as the results of long discussion, and often of the strong will of some educational reformer. The difference is due, I think, more than to anything else, to this fact; in the West the college was dependent upon a high school to whose independent volition it had to adjust itself; while the eastern college was in relation to a preparatory school which had to follow, almost blindly, the lead of the college.

As the outcome, the logic of the situation brought on certain changes in the West as a matter of practical wisdom, as a matter, it might be said, of obvious business prudence. These changes grew out of the educational soil. In the East, these changes had to be tenderly matured and skillfully grafted by some university gardener. The main changes in the college curriculum of the West during the last twenty-five years, changes in which the West

preceded the East, were precisely those required by the status and needs of the high school. I refer to such matters as the coeducation of the sexes, which in the West corresponded to the mixed high school, just as the separate colleges of the East were the logical complements of the boys' preparatory school and the young ladies seminary; to the diversification of courses; the introduction of Latin, modern language and science courses into the curriculum upon the same level with the Greek course, instead of in side schools, or as temporary concessions to the weakness of the human mind. That this diversification is not yet ended is evident from the fact that the university, within whose walls we are gathered, made provision, in its original statement, for a course in commercial and political science. When this precedent is generally followed, it may be said that the action of the high school upon the college, in the way of securing a complete outlet for itself, will be complete. Add to these things the introduction of greater range of selection of studies, and, in a less formal way, the introduction of consultation and coöperative methods between high school and college, and we have a broad, if sketchy, picture before us of the great changes wrought in the college curriculum and methods, in virtue of the conditions created by the high school. It is not empty conceit for the high school representative to congratulate himself upon having been an important factor in bringing these changes about.

But the high school has been an intermediary in another direction. It has not only brought a pressure upon the college, which has turned the latter to walk more closely parallel with life, but it brought pressure from the college and discharged it upon the lower grades. This reflex influence upon primary and intermediate work has arisen upon its face, through the need of securing a better preparation for college, doing more work in the same time and doing it better. But the outcome has been to give a deeper and a higher preparation for life to those who never see or think of college—who never even reach the high school.

The weakest point in our school system has been the grades from the fourth to the eighth, whether tested by methods used or results reached. Before this time the child has had a sense of power in learning to read and write; after this, instead of using his powers to master new fields, he goes on reading and writing. He has been gaining skill in drawing, in mastering numbers—he now goes on drawing and figuring. At the outset he has had the delight of an introduction to a new and expanding world; suddenly, the horizon walls shut down, and the child is confined to filling in his narrowed world with more or less repugnant details. From the satisfaction that comes by contact with the new, he has been switched off into the dissatisfaction that comes with the endless turning over of the old. The benumbing, mechanical influence which is the serious evil of the average American school today is in full operation.

But a change has been occurring, and evidences multiply that the demand for the change is reaching an acute point. Within a dozen years, the university has thrown back an additional year's work upon the high school; within twenty, it has probably thrown back almost two years, besides demanding better work in quality. The high school has been able to meet this demand, and will be able to meet further demands which the college is likely to make, only by turning back and demanding better work, and work different in spirit and newer in method, from the lower grades. Much of this movement is in promise, rather than in evidence. But the signs are many and multiplying. There is the introduction into the lower grades of geometry and algebra, taught by rational methods, in place of the numerical contortions of the average arithmetic; the substitution of literary masterpieces as wholes for the grind of continuing to learn to read broken off fragments after one has already known how to read several years¹; the acquaintance with history at something like second-hand, at least, instead of the memorizing of text-books; the extension of science work

¹ It is a common statement (and a common fact) that the child, upon entering the eighth grade does not read aloud with as much ease and effectiveness as upon entering the fourth.

and the introduction of simple experimental and observational methods; finally, the introduction of foreign language work (whether ancient or modern, I will not dogmatize) to that degree found to be advisable to give any child command of his own powers, whether he go to college or not.

Now all this intensification and enriching, past, present, and especially prospective, is very largely the outcome of the pressure of the university upon the high school, reflected down and back. No other influence, save the introduction of manual training, has compared with this; and that has been largely induced and fostered by the introduction of engineering courses in the college, and the founding of higher technological schools.

Is the influence of the high school upon educational methods exhausted in the lines already spoken of? There is one great possibility, as yet unrealized, so far as any systematic effort is concerned. This is the preparation by the high school of teachers for the lower grades. The simple fact is that this *is* one of its chief functions at present, but the high school is doing it only incidentally and unsystematically. My query is whether the high school must not awaken to consciousness of what it is already doing by the way, and make that one of its chief functions. The query is whether the high school stands quite justified before the community, until it shall recognize and equip itself for this task; whether the performance of this function would not do away with the last vestige of grumbling about, and attack upon, the high school.

Certain facts stand out beyond any peradventure. Fact one, there is not a sufficient recognition of the need of professional training to send all would-be teachers to the normal school; fact two, the normal schools are not numerous enough nor well enough endowed at present to fit all possible teachers; fact three, the normal schools have at least half their time taken up, at present, with high school, non-professional work; fact four, the average school board will rarely go outside its own town and school system for a teacher in the "grades." Conclusion; the high school is the chief source of supply, and, therefore, *must*

be the chief hope and mainstay, in the matter of furnishing teachers for the lower grades.

This being the case, the only cause for surprise is, not to hear put forth the idea that the high school should consciously assume this responsibility, but that the public has so long tolerated the fact that it has not assumed it. It is true that many of the high schools now have training classes, as graduate courses, annexed to them. This is undoubtedly a great help. But this is not precisely what I have in mind. I mean that the high school, in its own organization, should regularly provide for the training of capable teachers for the lower grades.

Now I suppose the feeling of many of you in sympathy with the general trend of these remarks is that, under existing circumstances, such an undertaking is impracticable. The curriculum is already overcrowded; we want fewer courses, rather than more; fewer studies rather than more. We are already at our wits' end because of the pressure from the university, on one side, and that of the business sense of our community on the other; and lo and behold! here is a proposition to add still more to our burdens. I reply "amen" to the spirit of this response. But I believe that when anything really requires doing, the attempt to do it will introduce order and ease rather than confusion and hardship. I believe we are bound to assume this even if we cannot see our way clearly through in detail. But there are certain suggestions which may be made in the line of indicating where the principle of order and economy will be found.

1. In the first place, the introduction of a training course would give a practical motive for doing much work now done without any sense of its bearings. We all agree—or almost all—with great cheerfulness to the proposition that character, not information, is the end of education, and then tamely submit to, or wilfully create conditions which make it impossible that the school should be an active force in character building. But the greatest of these conditions is that the information gained does not find outlet in action. Absorption, income is the rule—and then we wonder whether learning tends to selfishness!

I do not believe any more helpful inspiration could come into any school than the conviction that what is being learned must be so learned that it may be of service in teaching others.¹ This is not the place to discuss ways and means of practice work, but I believe the solution of this difficult problem will be in the discovery that it is stupidity to suppose that there is no alternative between no practice teaching, and the turning over of whole classes to the pupil-teacher at the outset. The latter method of necessity throws the teacher into a mechanical attitude, it not only does not tend to, but it hinders, the development of sympathy and psychological insight. The proper place of the pupil-teacher is as a helper, here, there and anywhere that he can discover something to do, dealing with a few individuals in their personal difficulties, rather than with the "teaching" of a class *en masse*. This personal relationship once secured, the pupil-teacher will be in a healthy attitude when dealing with a class as a whole. Moreover this method would go far to relieve that congestion where one teacher deals with from forty to sixty pupils.

2. A training course does not mean so much new subjects for study as a new interest in, and a new point of view for existing subjects. I do not think physiology would be any the less well learned as physiology if emphasis were thrown upon questions of ventilation, of hygienic seats and postures, of the importance of correct muscular attitudes and gymnastic exercises, of the use and education of the senses of touch, sight and hearing, and a thousand other points. What is true of physiology is true in kind, even if in less degree, of all the sciences. It is not so obviously true of the languages and of history, but even here contact with the needs and methods of younger children would serve to fertilize rather than to deaden the material. What is required in any case is a selection and adjustment of subjects already taught, rather than a large number of new studies.

¹I hope I may be pardoned for repeating what an instructor of one of our best high schools said to me in private conversation—it went so much beyond what I dared say. It was that *no* person ought to be allowed to graduate from the high school until he had put to use his knowledge in teaching; that this was the best test and the best guarantee for sure assimilation.

3. Two new studies however are required. These are psychology and social ethics. If asked eight or even five years ago about the admissibility of introducing the subject of psychology into the high school, I hesitated and doubted its wisdom save under very exceptional circumstances. For various reasons, the danger was great that psychology would be made a formal thing, the study of a text-book, with its definitions and classifications, rather than of psychical life itself; a study pursued by memorizing very largely. There was a possibility, if not a probability, that the text-book used would be a rehash of the state of the subject as it was fifty years ago. But this is now changed. One can have these out-of-date books and follow dead and mechanical methods if he will, but other and fresher possibilities are easily open. There are plenty of new books, new in material and methods; there are simple experimental appliances and methods to be utilized; the whole subject of child-study has grown up. Psychology, for the high schools, has undergone a change from a mechanical thing fossilized and mummified in out-of-date books, and pigeon-holed to rigidity, into a living human thing.

None the less, it will be said, this means the introduction of a new study into a crowded curriculum. I won't suggest that certain things might give way and that the study of the human nature which lies in us, and in whose expressions we live and have our deepest contacts and relations, has claims equal to various and sundry subjects which I will not mention. Such a suggestion might seem extreme and utopian, and I'll not make it.

But a few facts may be selected indicating that this new study would serve to relieve rather than congest the course of study. In the first place the period covered by the high school is the age of adolescence. This is the natural age of introspection. There is no time of life when the interest in self, and in the relations and adjustments of self to others is so pressing and conscious as at this time. If metaphysics is a disease, like mumps and measles, then this is the time when it is epidemic. The failure to utilize this interest is a pedagogic blunder. It is a blunder in the economy of the school; it is a blunder from the standpoint of

the pupil, who has one of the most educative of all interests left without direction and so liable to perversion and distortion. So far as it from true that psychology would lead to morbid self-consciousness, that in many cases the tendency to morbidness both in one's self and in relation to others is a harassing and grievous fact; and the conscious direction of this tendency in a scientific channel would be one of the greatest, if not the greatest, means for purging it of its morbidness. Moreover many of the studies of the high school would be greatly reinforced in interest and greatly lessened in difficulty by the judicious introduction of the right sort of psychology. If we take literature on its formal side, rhetoric and grammar, it *is* psychology, and logic allied to psychology; a failure to recognize this psychological basis and import means the erection of artificial difficulties. Of literature in its content, its æsthetic and moral values, much the same is true. The teaching of literature is continually swinging from a sentimental and falsely philosophic standard on one side to the dwelling upon merely technical matters of information, etc., on the other. The student is either required to descant upon the moral lessons conveyed, to formulate appreciations of the various kinds of beauties presented (formulations of necessity conventional and second-hand), or the text becomes a peg upon which to hang the dictionary and encyclopædia. A rational introduction of some of the recent methods and results regarding the imagination and the emotions would do more, I think, than all else put together to give both freshness and substance to the study of literature. History affords the same opportunity for discussions of questions of habit and character, purpose and motive. The study of the sciences demands some account of the processes of observation and reasoning and the main types of inference, etc.¹

By social ethics, I mean, again, not a study of a formal text-

¹ Professor Münsterberg says (p. 19, of an address before the Mass. Schoolmaster's Club): "The chief facts of seeing and hearing, attention and memory, perception and imagination, feeling and will, dreams and illusions, could become an extremely important and suggestive part of the school education, not as a special branch of the school curriculum, but sprinkled into the whole school work."

book but the observation and discussion of certain obvious phases of actual social life. The adult's interest in social life has become so specialized and so technical, and also so much a matter of course, that he continually fails to realize the force and vividness with which social interests and problems press upon the inquiring and observing child.

Political economy has had much the same history as psychology in the high school; first introduced, and then, upon the whole, discredited, and both rightly so, without doubt, under the circumstances. But there is a study of economic forces and interactions actually at work which is highly interesting and important as well as of ethical content, and which forms the basis for unifying work in history, geography and the sciences—as the numerous points where physics and chemistry touch processes of manufacture and distribution.

To sum up the matter in terms of the current agitation of the correlation of studies, psychology as a concrete study of human nature in the individual, and sociology as the concrete study of human nature in its organized forms, are the natural bases for unification of studies in the high school, whether we look at the dominant interests and impulses of the pupil at this age, or at the material studied.¹ This seems to me to constitute a fair basis for the claim that these studies would introduce order rather than confusion, work for ease rather than for hardship in the high school economy.

The schools already have a certain running machinery, a certain prescribed and acquired *modus operandi*; teachers have their acquired tastes and habits. It is not easy to readjust these. I do not propose what I have said as a model to be at once and everywhere conformed to. But I believe the high schools must soon face the question of affording a course of training for would-be teachers in the lower grades, and that it behooves those who have any responsibilities in the shaping of the educational struc-

¹ It will be noticed that I have said nothing of the separate study of systematic pedagogy. The omission is not accidental, but the reasons cannot be given here. There is a certain division of labor in the training of teachers with reference to which I hope to write in the future.

ture to give serious attention to this matter, and to shape the modifications which continually occur in this direction. When this function shall be taken in by the high school, I believe the influence of the high school upon educational methods will be at its full tide—a tide which will never ebb.

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THE UNPREPARED RECITATION IN SECONDARY SCHOOLS

IN the report of the Committee of Ten (p. 48) is the following paragraph:

"In the construction of the sample programmes the Committee adopted twenty as the maximum number of weekly periods, but with two qualifications, namely: that at least five of the twenty periods should be given to unprepared work, and that laboratory subjects should have double periods whenever that prolongation should be possible."

The fact that the Committee ask for twenty recitations a week has fully impressed itself upon readers of the report, but the accompanying fact that at least five of these recitations are to be unprepared has in some cases been unnoticed, misunderstood or forgotten. Thus Dr. Ray Greene Huling, in the *SCHOOL REVIEW* for December 1894 (p. 600), after commenting upon the fact that the Committee ask for twenty exercises a week, and that the usual programmes have only about fifteen, says: "The Report calls, therefore, for one-third more work than the schools now provide for."

Now no programme can be understood without some postulate as to the number of hours of home study expected from pupils. What is the amount of home study expected at present in the best third of our high schools? Probably two hours a school day during the first two years, and three hours a day during the last two. If the school session is of 5 hours, and of this 20 minutes are taken for recess and 10 minutes for opening exercises, there will remain during the first two years of the course, $6\frac{1}{2}$ hours of school work in every 24 hours of each school day. Under the usual system at present, the three recitation periods of 45 minutes each will take $2\frac{1}{4}$ hours, leaving $4\frac{1}{4}$ hours for the preparation of three recitations or about 1 hour and

25 minutes for each. With the proposed four recitations of the Committee's programmes only $3\frac{1}{2}$ hours will remain, if the time of home study remains the same. If the same time be given to the preparation of each of the fifteen prepared lessons as now, only 45 minutes will be added to the pupil's working day or one-ninth of his present time, not one-third as Mr. Huling puts it. But the Committee do not anywhere intimate that they expect the good high schools to require a larger amount of daily labor than they now require. They do say that the new programmes are harder than those of the average high school, but they evidently consider that the *average* high school is at present asking too little home work of its student. They do expect, too, that time expended will be put into serious and productive effort and not into short information courses pursued "excursively and not requiring intense application." See Mr. MacDonald in the Massachusetts School Report for 1893-4, p. 255, and also the Report of the Committee, p. 52.

Another misapprehension seems to arise from the mistaken supposition that the colleges are to require just what they do now in every subject, while making the large additions in the sciences which are certainly prescribed by the Classical and Latin-Scientific programmes of the Committee. We have statements that these programmes require more than the colleges are at present receiving for admission. In reply to such an objection, Mr. Tetlow, one of the Committee, said at the October, 1894 meeting of the New England Association of Colleges and Preparatory Schools: "These programmes clearly do not make demands in excess of the present requirements for admission to college in some directions, notably in Greek. The interpretation put by the colleges on the contents of these programmes will be clear when the colleges come to frame examinations under them; until that time I think we can afford not to be apprehensive" (SCHOOL REVIEW, Dec. 1894, p. 661). The last sentence above contains a complete answer to the objection. How much work these programmes require cannot be known until they are tried, and this all the more because they try an experiment in programme mak-

ing, viz., the increase of the usual number of recitations combined with the comparatively novel feature for this country of making one-fourth of all the recitations unprepared. It is evidently understood by Mr. Tetlow and President Eliot that the colleges must be brought to make whatever modifications in their requirements may be found necessary.

Since what immediately precedes was written it has received confirmation from the Report of the N. E. Association of Colleges and Preparatory Schools for 1895. A "Proposed Statement of Requirements" in Latin and Greek from the Commission of Colleges in New England is there given. This statement presupposes five hours a week for four years. But in a note we find: "If the advanced examination in Latin composition is not required, the course may be reduced by one lesson a week in the third and fourth years" (*SCHOOL REVIEW*, Dec. 1895). The Committee of Ten require but four recitations in the third and fourth years, and it is clear that the framers of the proposed requirement have this in mind.

The most serious objection raised against the twenty-recitation plan is that voiced by Agent J. W. MacDonald, of the State Board of Education of Massachusetts. He says (*Mass. School Report for 1893-4*, p. 257), "The conclusion of all this is that to carry out the plan of the Committee in a high school, however small, five teachers at least would be needed, and six to do the work well."

But in the first place the Committee do not expect small high schools to teach all the subjects of all the programmes (see Committee's Report, p. 39), as Mr. MacDonald's estimate would imply. A high school in which two teachers are employed may teach all four programmes for the first two years of a high school course. This is an entirely practicable arrangement. The Committee say (p. 48), "The first two years of any one of the four programmes presented above will, in the judgment of the Committee, be highly profitable by themselves to children who can go no farther." If children do wish to go farther (and many would wish it after two years of serious, well-directed study) they will find themselves with a good foundation for success in a larger

school. This larger school would frequently be some easily accessible city high school.

Again, all the four years of any one programme could be taught by three teachers, and these teachers would not have to work so hard as the two teachers upon the fifteen-recitation per week programmes. It may be frankly admitted that the restriction to a single course of study is an evil. But a small school at best cannot do all it would; it must make a choice of evils. The admirable Latin-Scientific Course of the Committee of Ten would in many places meet the needs of four-fifths of the pupils, and the evils of restriction could be minimized for the remaining fifth in several ways.

It must be admitted that the proposal of the committee calls for a larger teaching force than at present. Can it be secured? There are many reasons to believe so. Professor A. B. Hart of Harvard, himself a member of a school committee, in discussion before the N. E. Association of Colleges and Preparatory Schools at the last meeting said: "There is nothing for which the taxpayers so cheerfully expend their money as for their schools." There are many facts to support this most favorable judgment. The increased cost of maintaining schools, occasioned by the recent introduction of manual training and laboratory science is great, and is occasioned as well by the extra teaching force required as by equipment. In very many high schools the number of recitations required of a teacher has been reduced to twenty or even less. A recent visit of the writer to a large number of high schools in and near Chicago revealed the fact, to him surprising, that classes are being divided into small divisions, and this, too, in the face of great temptation to do otherwise owing to unexpected increase in the number of students. In no division visited was the number of students more than thirty, and in several cases classes of thirty-five or even less were divided into two divisions. A Beginning Latin class of one hundred and fifty was divided into five, not four divisions. In the State of Massachusetts at present out of 174 high schools having 90 or less pupils, 43 already have three or more teachers.

How shall the unprepared period be spent? As a fundamental proposition, it should be a time for teaching rather than for hearing pupils recite or, to put it in another way, a time for helping more prominently than for testing pupils. Every visitor to German schools tells of the time and pains taken in assigning lessons. The visitor to American high schools sees little time and pains taken in this. He often hears the teacher shout out the lesson for the next day after the last bell has struck and while the class is clattering off. It may be that the lesson thus hastily assigned contains some difficulty of exceptional character the surmounting of which has no educational value whatever, or perhaps a misprint in the text-book in use may cause the pupil a half hour of annoyance. The pupil should not be provided with crutches. On the other hand he should not be allowed to flounder in the mire when a helping hand extended will place him on the king's highway.

A similar process may be followed in getting out an assigned lesson. The teacher should work with his pupils. Such a recitation in Latin was held this morning in the Morgan Park Academy. The class was one beginning Latin. The translation to be given in class an hour later was worked out, the teacher endeavoring at every word to call out from the pupil every particular which his previous experience had supplied and to guide thought by the most skillful questioning of which he was capable. The special emphasis of the hour was upon learning the special vocabulary of the lesson, because the teacher has learned that this class is just now weakest upon that point. Pupils were called upon, after the words had been used in the translation exercise, to pronounce them aloud from the special vocabulary, to note the derivation and the English words of kindred origin. Most of the mistakes were corrected by the pupils who made them, in answer to questions, and facts not given in the vocabulary were elicited. Concert pronunciation was used to fix the sounds. Finally individual study upon the vocabulary was required of every pupil in a perfectly quiet room for several minutes under the teacher's eye. After this, knowledge was tested both by asking

the words from English in Latin and from Latin into English, and it appeared that the work had been better done than when a day before a similar vocabulary had been learned without the immediate coöperation of the teacher. Many of the pupils saw that in their unguided work they had erred in three particulars: (1) In neglecting to pronounce the word aloud accurately and repeatedly. (2) In failing to notice its derivation. (3) In giving too little emphasis to its first and primitive meaning.

A very common fault in our high school recitations is for the teacher, the moment a mistake is made or the pupil says he does not know, to ask some one else for the answer. This may be done when the information desired is the mere memory of a fact or when the pupil has clearly neglected his lesson. But when neither of these things are true a nod of dissent and an instant given for another trial or a developing (not leading) question, or an inquiry fixing the attention upon one point more closely, will lead the pupil to reach the right result by his own effort, and perhaps suggest to him how to do this another time when a like difficulty recurs. To illustrate, the writer was recently present at a recitation in Cæsar when a pupil translated *pars æstatis supererat*, a part of the summer survived. Some one else was immediately asked and corrected the word "survived" by the word "remained." The next hour in Cicero precisely the same kind of a sentence elicited the same mistake and the same sort of correction. The teacher said "remained" was a better word but did not tell why, nor lead the pupil to see that "survive" is used as a rule in current English only when the subject is a person. Nothing was done to help the pupils to understand the fundamental idea that a Latin verb must be translated in harmony with the meaning of its subject, object or modifying adverb.

From this faulty method of conducting a recitation pupils very naturally get the idea that the only way to learn a thing is to be told it or to read the exact statement of it in a book. To put it in another way it is continuing into secondary education a method to some degree permissible in acquiring

the simple facts of elementary education. It behooves high school teachers who complain that grammar school teachers do not teach pupils to think to be self-critical on this very point.

Doubtless the method here criticised is sometimes persisted in from a confusion of thought between guiding and telling a pupil, between a Socratic dialogue and an information lecture. Nothing could be further from the purpose of this paper than to advocate anything like the latter. But the thoughtful and conscientious teacher ought to see that it is utterly unreasonable to expect independent thought during the later years of a high school course unless such thought has been patiently stimulated and guided step by step during the earlier years.

What has all this to do with the unprepared recitation? If you ask the average teacher why he does not take time to work with his pupils, he will answer that he must get over the assigned lesson and has time for little more. Why not, then, use one hour a week in each subject in this kind of work exclusively?

President Taylor of Vassar, one of the Committee of Ten, puts the purpose of the unprepared recitation well in his article in the *SCHOOL REVIEW* for April, 1894: "Twenty hours of recitation could not be thought of, save by a departure from the prevalent mode of thought in our schools. As a rule, it may be said, our schools have no place for the unprepared recitation, where the teacher leads, stimulates, inspires, as well as instructs." Then, speaking of the large number of recitations in the German gymnasium and French Lycée, he adds: "The teacher necessarily is the worker then, and the class studies with him, and the work is done *in school*. Let any one who wishes to mark the difference at this point between our own and the best continental systems, consult Part I of the Report of the Commissioner of Education for 1888-9."

President Taylor's expression, "prevalent mode of thought," in the above extract is a suggestive one. It will be difficult to introduce the unprepared recitation because our "prevalent mode

of thought" about the recitation in general is wrong, and the good effects of such a recitation may be covered by saying that it will gradually change the "prevalent mode of thought" about recitations in general. To get ourselves out of this "mode of thought" it would be far better to give one wholly unprepared recitation a week in each subject rather than to have some preparation for each of the twenty recitations with the idea that a shorter lesson may be recited more quickly leaving a part of each hour for working ahead with pupils. This looks reasonable, but in practice, owing to the force of habit, most of us would use the whole period or all but the ragged edge of it in hearing the assigned lesson. It is clear that a radical change in our mode of thinking can be brought about only by a radical and persistent change in our practice. If the teacher will only show reasonable docility in adopting this suggestion of the committee, he will soon find his feeling toward his work changing, and that he is becoming more of a worker himself in becoming more of a coworker with his students.

If the advantages outlined immediately above do not appeal to him, he may be willing to try the experiment for some other reasons.

1. Note that the increase in number of recitations, made possible, as President Taylor says, only by making some of these recitations unprepared, gives to all subjects a respectable showing in every programme. The smallest number of recitations per week is two, and as few recitations as this are the decided exception. English, so often neglected, has an average of about three recitations a week throughout the course.

2. It certainly does give each student a larger amount of time under the direct care of the teachers, and this is bound to please parents and make friends for the school.

3. It will increase the number of teachers and lighten duties connected with the general care of the school, such as keeping the records, consultation with parents, care of study hall, oversight of pupils at recess, etc. If you are in a small school where the increase of teachers from two to three

is made necessary, the division of the work into departments will be marvelously facilitated. The Latin-Scientific programme would permit the following departmental division: Latin and German, 29 recitations a week; English and History, 22 (if History is taken instead of Mathematics in the senior year); Mathematics and Sciences, 26 recitations. This is a natural and valuable division. Foreign languages form a real department and the teacher finds in German a valuable tool for the study of Latin. History supplies material for composition work and gives the understanding of environment so necessary in the study of English Literature and of allusions in that literature. Mathematics must be largely used in exact work in science and will greatly increase the efficiency of science teaching.

The increase in number of recitations may be very gradual, and the result of the experiment watched in the hands of those teachers most inclined to it, or of those departments best adapted to the unprepared work. If desirable the school may count the weekly exercises in drawing and music in the twenty recitations, decreasing the assignments of time elsewhere in the programmes, as may seem best in the particular case.

Every department will find the unprepared recitation a practicable thing. In foreign language the needs of beginners, and later the practice of sight translation, suggest the best direction to give it. In English it may be largely used for reading at sight or for exercises in composition upon matters previously studied or upon subjects of common knowledge and interest. In mathematics new subjects of importance may be consecutively and pretty completely unfolded, or time may be given to practice on a host of examples upon rules already expounded. In *laboratory* science the unprepared recitation period is spent in the laboratory in experimentation. In history the period may seem to be least available, but even here much time is needed to show pupils how to read a historical paragraph so as to get the meat out of it. Pupils must be taught by patient questioning to discriminate between more and less essential, and to make rapid and accurate condensation.

What has here been written may seem almost too self-evident to be written at all. To many teachers who have for years used, in all their recitations, the methods of stimulus and direction here outlined it may not seem worth while to print the suggestions contained in this article. Such teachers will need to go but a little way from home to find many who are hearing recitations, but not teaching. Something ought to be done to lead these to teach. The establishment of the unprepared recitation in secondary schools seems likely to be a help toward this end. Poor teachers cannot be legislated into good ones, but many teachers are inexperienced, or thoughtless, or lacking in resources rather than incorrigibly bad. For such, a rearrangement of work suggestive in itself and supported by so strong and well known a Report may do much.

It is proper to add that the writer has almost constantly, for about thirteen years, made use of recitations entirely unprepared—to a greater extent than ever during the last three years. The conviction produced by this experience has given birth to this article.

I. B. BURGESS

MORGAN PARK ACADEMY
Morgan Park, Ills.

SCHOOL AND COLLEGE CONFERENCE AT THE UNIVERSITY OF CHICAGO

THE Sixth Conference of University and Preparatory School Teachers was held at the University of Chicago on Friday and Saturday, November 15 and 16, 1895.

At the first meeting on Friday, President W. R. Harper, in a brief introductory address outlined the purpose of the conference, and the results it aimed at producing. The conference then listened to the address by Professor Dewey [see page 1]. This address aroused a keen discussion. In the evening, the address by Prof. Francis W. Kelsey, of the University of Michigan, on "The Future of the High School," presented a masterly survey of the high school situation. This address will soon be published. It is a matter of much regret that it could not be included in this report.

Saturday morning at 9, the conference met to consider general pedagogical questions, the topic being "Essentials and Non-essentials from a Pedagogical Standpoint." The opening address was made by Professor Julia E. Bulkley, of the University of Chicago. An abstract of her address follows:

As higher students of pedagogy and teachers with a broader outlook, we ought in an unprejudiced way to study our schools and our relations to teaching, in order to find where failure exists, and how improvement may be made.

As essential elements of the school, we are accustomed to view the teacher, pupil or class, and a topic for common consideration. The knowledge by the teacher of the subject to be taught is so clearly a preliminary that it would scarcely need comment, except that, popularly considered, it is so often made to represent the only condition of fitness for teaching. No point is made against pedagogical training when the obvious fact is stated: "No one but a man who knows the subject, can evolve a satisfactory method of teaching that subject." The instructor, however, who asserts that a knowledge of the subject

alone is sufficient for teaching that subject, is as one-sided as the normal school graduate who believes that the study of methods suffices for and replaces a knowledge of the subject. The latter class has its representatives in the superintendent who said to a teacher that he employed: "I want no teacher who cannot in forty-eight hours teach any subject assigned to him," and in teachers who make their brief special preparation in a summer school to teach a new subject, or in the normal school director who asserted that he could prepare teachers for teaching in six weeks.

From the pedagogical standpoint which requires organization and systematic work in which details are brought into a plan harmonizing with the nature of the being to be taught, the essentials of teaching are wanting when knowledge of subject or of theory fail. No methods that do not involve a consideration of both elements and of practice brought to a guide, are of pedagogical value. These elements should be brought into the unity of a harmonious whole—of a connected system.

The case is not an imagined one of a person unprepared by professional training, who is introduced for the first time with the responsibilities of a teacher to a class of pupils. He finds that custom, or demand, has regulated the kind and range of the subject or subjects which he is to teach. The quality of his work varies according to his attainments and his own scientific standard. His demands upon his pupils are regulated too often for him by his knowledge of what they are expected to accomplish in order to pass a certain examination. His knowledge of the subject, though generally granted, frequently fails to be comprehensive enough to make the significance of each step to the whole a matter of importance. His knowledge of the nature of the being to be educated is just as essential as his knowledge of his subject; but too often this essential is entirely disregarded. No preparatory study has given him a clew to the comprehension of this human being before whom he stands. "For every failure let the teacher first seek for the cause within himself," is a rule given by Saltzmann, which is never broadly and conscientiously enough applied.

The significance of parts to a whole, if not comprehended by a teacher, will not be evident in his presentation of his subject to the pupil. Incidents in history, facts in science, experiments conducting to facts, words, even, are of no value unless carried back to that which they represent, to principles in which they find their common relation,

to systems of which they form a part. The student gets partial glimpses of truth which confuse and bias, or which make him overconfidently believe that he understands the subject when he has only a partial glimpse of a limited part. The proper foundation for extended intellectual work is wanting, and the student is discouraged from further attempts, or advances haltingly and insecurely into more abstract work.' The educational world says by its sanction of teachers unprepared by a special study of the science of teaching, "A knowledge of the subject is the chief, if not the only requirement." But the material of a human life is too valuable to be the subject of such experiments. The homes and places of instruction of our country ought not to be shops of experiment and of crude workmanship. It is the artist who shapes the piece of marble into a statue; the artist who comprehends the value of every touch of variation to the living being should alone assume to give direction to his activities.

The wave of manual training had just rolled across from Europe. The superintendent of a school, a lawyer by profession, had heard an enthusiastic presentation of ways and means in manual training at a general meeting of superintendents. He returned an enthusiastic admirer of manual training; he was convinced that the suitable thing for American schools was to adopt the training which had its origin in the preparation of the artisan class in Europe. It would keep the troublesome small boy busy—and many school devices, and greater plans even, have no higher motive—; it would bring the schools of his city into prominence as belonging to the advance guard in manual training. A woman was employed as general director. Some charts were prepared which served as wall decorations and advertisements, and were supposed to indicate designs for students to copy. The teachers who had charge of the classes in sewing were commissioned to go to the stores, buy stockings, cut holes in them, and have the children mend them, in order to teach them to darn stockings. When an account was taken, the Board of Education discovered that \$40 had been spent for stockings, and considering the expenses too heavy, abolished manual training.

But many an intelligent superintendent faces the question of needed improvements and reform hopelessly as to the means by which they are to be brought about. He knows that his teachers fail to grasp the significance of his aims, that even if these plans are literally carried out, the fineness and delicacy with which plans should meet the nature

of the being to be educated, are lacking ; and the results are often more mechanical than stimulating. Where in this case, does the failure lie ? Where but in the lack of appreciation of essentials by the teacher ? Nothing but the broad view which gives entirety of purpose, which places subordinates in their proper relation of relativity, and sees the significance of each in the subjects taught, gives an appreciation in the use of material which is able to secure the finish requisite for scholarship, to arrange for the right direction to be given to human activity. The skilled chess-player moves each piece in the service of a definite plan. The thought given in such a game is often more wisely directed than that given in the arrangement of details to the whole in the plan of the superintendent of schools.

But not only is the superintendent hampered in carrying out his plans by the narrow range of the teacher's preparation, but the secondary teacher often faces results before which he feels himself helpless and hopeless, because essentials in the course have been neglected, and students have gone on from error to error. Take the one subject of English. If there is any one line of work in the schools in which we might expect results, it is in the use of the mother tongue. What does the secondary teacher find among his pupils ? Errors in speech, faulty construction in writing, blunders in getting material from the printed page, and resulting haziness of thought. The subject which reaches into every other subject, and in which the pupil has had continuous training from the beginning of his school course, has had a touch of instruction here, a touch there, but no strictly consecutive and all-embracing plan that covered essentials so securely that no main point has remained untouched. It may be also that theory has not been reinforced by such consecutive and constant practice that speech has become free and fluent and writing clear and forcible. Most adults are conscious of suffering from this early neglect in the study of English, else the constant practice in this one direction should have brought us ease and fluency under all circumstances. The course of thought ought never to be obstructed, or dulled, or restricted for want of its proper expression if training had meant all that it is possible to mean.

The faulty use of English passes over into the interpretation of Latin and Greek, and nothing but a hazy and indefinite idea is given or gained in translation. Then this result is transferred to the sphere of college and university, and Harvard is no exception to the experience of other higher institutions of learning. Some quotations from

work of freshmen not in Harvard may be given in confirmation of this statement. The translations were written in college as exercises in English, not in foreign tongues. The students were directed to use smooth and idiomatic English, even, if necessary, at the expense of accuracy in rendering, with the following results:

"Word was sent to the artists', "requesting them to send drawings and offers for the work, the best of which would be entrusted with the execution of it."—*Translated by a freshman from the German.*

"Herewith the loving mother, resembling in her new position and happiness the weed-grown path where the parted Lolva dwells, I must say a few words, how I feel your happiness, how I thank God and you and bless this loving child."—*Translated from the German.*

Comment of the Examiner: From a freshman theme. Perfectly simple English words, as home and house, carelessly confused. No sense of what an English sentence is.

"Amid a great crowd of people, Charles ascended the gallows; he maintained to the last his belief in the "divine right of kings;" he declared and evidently believed in it—"that the people have no right to a voice in the government"—and that he died,—“the martyr of the nation;” as his grey head fell beneath the executioner's ax, and he held it up before their gaze, saying,—“this is the head of a traitor;” the English people awakened to the fact that they had murdered their sovereign; and so shocked were they by the sight, that it has never again occurred to stain the pages of English history.”—*From a freshman theme.*

The unfortunate side of this sad record is that the best of pupils are usually sent to college, the others go out to fight their battle for existence with dull and clumsy weapons which ought to have been polished and made fit for use by their long-continued opportunities at the forge. If this experience in secondary schools and higher institutions is not exceptional, is there a remedy? Yes, in a broad view of the essential elements in its different stages by the superintendent and the intelligent application, unwearied in carrying out the practical details, by the teacher. Foreign nations have a much more difficult task. The pupils master a more difficult language, with a multitude of inflections, from which English is free, but this is accomplished by the ceaseless care of trained teachers and systematic supervision.

Where must the remedy be applied? All along the school line, from the earliest elementary work. It is of no use to say that every lesson should *not* be a lesson in language. Every lesson is an oppor-

tunity that should be improved to the fullest extent. Eternal vigilance, beginning with earliest expression, is the price of good English. A good teacher, of course, will not be glaringly obtrusive in correction; but always timely. A pupil has not always a train of thought which is so valuable to him that the form in the expression of the thought ought to be neglected; and correction of the form often clarifies the thought. The fault in English training is not in the secondary schools alone. These forms of expression, both oral and written, are more easily learned in the elementary schools. If neglected in this early period, the channel deepens in the line of errors. Pestalozzi was right in the emphasis which he laid upon elementary work. The organism, or mechanism of nature, leads the individual daily from truth to truth, or from error to error, according to the manner of presentation and use at the opportune moment.

But what can the secondary teacher do to remedy the poor preparation in English of a pupil advanced to the higher grade? Much; for at that age youth is not beyond the capacity for improvement. The vigilance which should have been all along the line from the start and which would have already secured good English in speaking and writing, must here be doubled. Every doubtful statement must be questioned; all uncertain terms must be challenged and understood, all haziness of expression or of thought cleared. Progress on any other basis is only delusive. The secondary teacher with tact can secure the coöperation of the student himself, and self-consciousness and self-correction are at this age legitimate aids in improvement. The struggle will be the more difficult because of the protracted use of false forms and the strength of habit; it may, in exceptional cases, fail in securing finished results in higher grades.

I have thus briefly touched upon some facts in the results of our school training. In all these subjects better results can be gained. The application of the principle regarding essentials may be carried still further. I have avoided reference to concentration and correlation, ideas which the multiplicity of topics, introduced by our experiments, have forced into educational notice. But more important to us than that is the settlement of this question; more vital than any controversy over unsettled terms; more urgent, in view of existing failures, is that the right direction be given from the start to our future students; that higher work does not receive its limitations from the secondary schools, and these in turn from the elementary. The impor-

tance to be given to elementary education from the secondary point of view and to the proper equipment of the elementary teacher cannot be overestimated.

With this view we must consider main essentials for the schools :

1. A broadly trained teaching equipment for elementary as for secondary work ; teachers, intelligent in the knowledge of psychological and pedagogical principles, and skilful in the application of those principles which have become, through practice, a conscience and a guide. With such teachers is secured proper teaching of essentials in each subject, and by them the developing mind will be led daily from truth to truth.
2. A trained superintendency in order that wise direction may be given to the details of united action.

Professor Thurber spoke briefly of the difficulty of deciding upon what was meant by a pedagogical standpoint, and mentioned three essentials upon which there would probably be little difficulty in agreeing ; first, that all teachers should have a sufficient acquaintance with the organization of education to understand the place of the school in which they are employed in the educational organism, and its relations to the schools on either side ; second, a sufficient knowledge of educational psychology, meaning the process of the mind in obtaining knowledge, to keep in thorough sympathy with students ; third, an ideal, a pattern, a clear conception of the effect to be produced by the special work in hand.

After a brief discussion the Departmental Conferences were opened. Reports of these are given below. The afternoon general session was devoted to a general discussion of the Advisory Examiner Scheme, recently adopted by the University. This discussion was not, as President Harper stated, upon the merits of the plan or the advisability of adopting it, for the decision had already been reached to give it a trial. The discussion was for the purpose of explaining the plan. The scheme, as presented to the conference, is here given :

A Proposed Plan for Coöperation with High Schools and Academies with Reference to the Admission of Candidates to the Academic Colleges of The University of Chicago.

1. The University will undertake to visit a limited number of schools with a view to determining whether such schools may have a place in the list of approved schools of The University of Chicago. The formal approval will be granted upon a joint recommendation of the School Advisor and School Counselor when accepted and endorsed by the University Examiner and the President.

2. The University will appoint as Advisory Examiners in particular subjects, Instructors in approved academies or high schools and normal schools who may make application for such appointment.

3. The Advisory Examiner will conduct only the examinations of students who have been under his own instruction. In conducting such examinations, he will, upon the completion by his pupils of any given course, (1) prepare the questions or topics which constitute the examination paper; (2) conduct a written examination on the basis of these questions; (3) select the good papers of those students who desire to have their papers read at The University and present these to the principal of the school for transmission to The University, together with the term records upon the same work for the period covered by the examination.

4. The papers thus transmitted to The University will be submitted to the Departmental Examiners, and, if the questions set for the examination are approved by them, will be read by the University Readers; and the record of the papers, together with the term record of the pupil, will be preserved by The University. If these are satisfactory, certificates for the same will be issued by The University to the pupil. These certificates will be accepted in lieu of the examinations offered by The University itself. When the record thus gained shows the completion of the requirements for admission to The University, the student will, upon graduation from his school, be given a full certificate of admission.

5. The University reserves the right in every particular instance (1) to refuse acceptance of the questions submitted by the Instructor, provided they do not seem to be satisfactory; and (2) to omit from the list of its Advisory Examiners the name of an instructor whose examination papers give conclusive evidence of his inability to teach the subject indicated.

6. The University will make no charge for the reading of the examination papers, but it is understood that the student who passes the examinations and enters The University will pay the examination fee of \$5.00.

Great interest was manifested in the plan among the teachers present. After the discussion the conference again adjourned for the Departmental Conferences. The general meetings were very profitable, and the luncheon served in the Faculty Room was an occasion of much social enjoyment.

The Departmental Conferences were the feature of the occasion. They were tried for the first time, and proved most interesting and advantageous. They were intended for informal discussion of the problems that arise in connection with practical class work in the different departments. No set papers were presented. The discussions were in all the conferences most interesting and helpful to those present; but in some instances the discussions were so informal as scarcely to permit of report.

THE LATIN AND GREEK CONFERENCE

The conference was organized with Professor F. J. Miller of the University of Chicago, chairman, and C. K. Chase, secretary. The chairman outlined briefly the programme for the day's discussion: In the morning the subject of translating English into Latin or Greek; in the afternoon translating Latin or Greek into English.

MORNING SESSION—PROSE COMPOSITION.

First, what is the object of the study of prose composition?

A vigorous discussion ensued in which the following were urged to be objects:

1. Knowledge of the structure of the language, *i. e.*, syntax.
2. Mental discipline.
3. Vocabulary.
4. Acquaintance with the style of the author.
5. Assistance to the students own (English) style.
6. Ability to read, write and speak the language.

It was strongly maintained by one of the delegates that every language should be taught in the schoolroom in the language itself;

that the pupil must learn to *speak* and *write* Latin and Greek in the same way as he does the modern languages; that this answers every requirement of prose composition.

This method was opposed by several as being unnecessary and a waste of time. It was thought that the student can learn to *read* Latin or Greek perfectly without the ability to speak the language.

As the discussion of the object of prose work continued, it became evident that the great majority of those present were agreed that it is to be used simply as a tool, a means to the more perfect comprehension of the language to be read, while discipline, vocabulary *et al.* are incidentally secured.

The question of *method* was then raised. How is prose composition to be taught? When should it first be introduced? Is it ever to be treated as a separate study, or only in connection with reading courses? Should a text book be used? If so, of what kind? These and other questions drew out an interesting discussion.

A committee appointed to voice the sentiments of the conference on the general subject of prose composition, reported the following resolutions, which were adopted:

Resolved, That in the opinion of this conference the study of Latin and Greek prose composition in the high school should be pursued not as an end in itself but as a means to secure a better understanding of the Latin and Greek read, and that to secure this end the following points should be kept in mind:

(a) The exercises should be frequent and easy rather than infrequent and difficult. (b) Should be based generally on the text read, but always expressed in idiomatic English. (c) Should involve only the commoner words in the vocabulary of the prose authors read. (d) Should exercise the student chiefly in the use of common forms and constructions rather than the unusual ones.

AFTERNOON SESSION.

Professor Burgess, of the Morgan Park Academy, delivered an address on "The Preparation of a Class for Sight-reading."

Professor Burgess first treated the subject historically, showing the comparative newness of the present methods. The points he brought out were, in brief, as follows:

Syntax has been too greatly deified. Vocabulary is the prime requisite, and to acquire a sufficient vocabulary, the learning of definite word-lists is essential. But these word-lists must be good; they must

be based upon the frequency of usage and involve the principle of comparison in words and roots, without being too minute. Such work should be continued throughout the pupil's course. Next to vocabulary in importance, is the gradualness of the process of sight-reading. The speaker made interesting suggestions as to the proportionate amount of sight-reading in examinations in the various years. The application of sight-reading in the class to the advance lesson for the day following he thought advisable, as also frequent *written* sight-translation. Prof. Burgess seemed to voice the opinions of the conference in his address.

The subject of *Translation* proved to be an interesting one. A strong argument was made for the carrying of the thought in the order of the original without translating, making the pupil's comprehensive reading aloud of the Latin or Greek the test of his understanding of it. In the experience of the speaker, he thought this could be successfully done, and was in fact the only way of entirely mastering the thought of the original. This view found no endorsement by other speakers.

The question of the kind of translation came in for a full share of the discussion. Arguments pro and con on the use of the so-called "pigeon-English" as a means to the understanding of the original, were given, and as to how far Latinists were responsible for poor English.

A plea for the accepted English dictionary pronunciation of all classical proper names followed.

The chairman, in closing what had proved to be a very interesting and profitable conference, requested each teacher present to send in to him, as chairman, before the next conference, an ideal exercise in composition, giving reasons for the exercises given; also an ideal examination paper on the same subject.

THE ENGLISH CONFERENCE

THE English Conference met in Cobb Hall, Room 8 D. About seventy persons were present. Associate Professor W. D. McClintock presided, and Dr. E. H. Lewis was chosen secretary. In opening the morning session Professor McClintock referred to the fact that expression is coming slowly to be regarded in its right light as an inherent phase of every subject of instruction, and not as an utterly isolated discipline.

MORNING SESSION.

10:30 -11 A.M. The recent report of the Harvard Committee on Composition and Rhetoric formed the basis of a discussion of the question of good English in translations. At the request of the chair Professor I. B. Burgess opened the discussion, and presented the following resolutions:

Resolved, That in the opinion of this Departmental Conference the following suggested improvements are desirable in secondary instruction:

1. More translation in *writing*.
2. Coöperation of English and Classical departments, by which the papers of the latter department may receive criticism from the former, and *vice versa*.
3. Animated and carefully prepared oral translations should be given by the teacher; and the student should study literary translations such as are found in Collar's Seventh Book of the *Æneid*, Strachan-Davidson's *Cierco*, Trollope's *Cæsar*, or Kennedy's *Virgil*.
4. Plenty of time should be taken in class to inspire thought and to direct more precise study of single words and differences of grammatical idiom.
5. In translation a constantly increasing emphasis should be given to the English form. During the last half of the Classical course the English form might will count one half.
6. Prudery should be avoided—such as as telling pupils never to translate a Latin word by its English derivative, or a Latin perfect participle by an English perfect participle.
7. Cast-iron "pet phrases" should be avoided, *e. g.*, "march" for *iter facere*.
8. A pupil's English should not be judged as a whole from single errors, however bad.
9. Awkard, uncommon, unidiomatic English should not be confused with absolutely incorrect English.
10. It should be remembered that it is difficult to write good English even after long practice; that truthful translation is more difficult than a general theme, and that idiomatic English is often conventional and illogical.

An additional resolution was offered by Assistant Professor F. A. Blackburn, of the University of Chicago:

11. In order to give the pupil a proper estimate of the value of clear expression of thought, the teacher should take into account, in his report of the pupil's standing in the language studied, the English of both oral and written translations.

A motion to adopt the eleven resolutions in a body was amended by insertion (in 3) of the words "for comparison, under the direction of the teacher;" so that the third resolution would read:

3. Animated and carefully prepared oral translations should be given by the teacher; and the student should study for comparison, under the direction of the teacher, literary translations such as are found in Collar's *Seventh Book of the Æneid*, Strachan-Davidson's *Cicero*, Trollope's *Cæsar*, or Kennedy's *Virgil*.

The resolutions were discussed by Mr. Lynch, of the Graduate School, University of Chicago: "A teacher ought to give oral translations, literary and interpretative in quality;" by Assistant Professor Blackburn: "Students ought to learn distinctly the difference between purely grammatical errors of translation, and those that are rhetorical;" by Mr. George Edward Marshall, Keokuk, Iowa, High School: "The weight of literary translation should be thrown on the teacher, and the use of much printed translation should be disparaged;" again by Assistant Professor Blackburn: "Let the teacher direct students in the legitimate use of printed translation."

On motion of Miss E. G. Cooley, of La Grange, Illinois, prompted by lack of time for discussion, the resolutions were tabled.

11-11:30 A.M. On motion of Assistant Professor A. H. Tolman, University of Chicago, the following resolutions, which appeared on the printed programme, were adopted almost without discussion:

(1) *Resolved*, That in the opinion of this conference a systematic plan is desirable, consecutive through the school years from the beginning, whereby the essentials of clear, correct, and simple English may be secured in the elementary grades; and whereby, in consequence, a reasonable degree of accuracy, force, and fluency of expression may be attained in the secondary school.

(2) *And Resolved*, That of this plan frequent exercises, both oral and written, conducted with unremitting attention to detail, should form a part.

(3) *And Resolved*, That accuracy in expression, as a help to thought and a test of precision in thought, should form a part of instruction in all subjects.

11:30 A.M.-12 M. "What are the chief rhetorical faults lingering in the written work of students who have finished their secondary school course?"

The discussion was led by Dr. Edwin H. Lewis, The University: Students leaving the secondary schools are not free enough from what

may be called the rhetorical errors of childhood. Of these the chief faults are as follows: (1) Excessive wordiness, in the form either of surplusage or of prolixity. This fault is little considered by most teachers. (2) Paucity in vocabulary even of concrete words; of course variety and accuracy cannot be demanded in the lad's range of abstract words. (3) Extreme looseness of sentence-form; the style babbles on, overworking *and* and *but*. It is pointed only with the comma and the full stop, and even these are often confused. This confusion, which may be called the comma-fault, is the most serious of structural errors. The work of English boys suffers from it more seriously than that of American lads. To go over the theme with the student period by period, clause by clause, is the only way to give him this indispensable training in the logic of style. (4) Bad paragraphing. The student has usually been taught that a topic should be "analyzed" before it is written upon. But he frequently shows on graduation that he has had little practical training in determining the number and topics of his paragraphs, as he ought to determine them for every short theme. This logical discipline is essential. Whatever may be said of the joy of seeing a paragraph grow and blossom under the hand, the young student should do his chief cerebration on the preliminary work of getting something to say, and organizing his thought in its proper masses and parts. Let him set his fire-mist spinning into visible-cored nebulae before he tries to photograph it.

AFTERNOON SESSION.

2:30-3:10 P.M. Home reading for the secondary schools, directed and controlled by instructors, as a part of the English work in the course of study.

The discussion was opened by Dr. A. F. Nightingale, Superintendent of the Chicago High Schools. The following is a brief abstract of his remarks:

The term Home Reading is to be preferred to Supplementary or Collateral Reading. The latter has special reference to the reading done by pupils in connection with their regular studies, and such reading is of great importance and should be encouraged. Different pupils should, however, be directed to look up different divisions of a subject or different subjects and bring to the class the result of their investigations. This exchange of information will add much to the general fund of intelligence which a class will secure. The Home

Reading, however, which I wish to emphasize will have no specific reference to the studies daily pursued, but will have for its main purpose the cultivation of a taste for the best books, and the inculcation of the habit of always having a good book to read. Its influence is not for the present simply but for life. To control the reading of pupils outside of school, through their confidence in the interest which teachers have for their welfare, should be one of the highest objects of a teacher's ambition. When we can induce our pupils to read no books except those which we advise, we shall have accomplished much towards starting them out on the highway of contentment and success in life.

The October (1895) *SCHOOL REVIEW*, in an article on "The Chicago Plan" of Home Reading, gives a list of the books adopted by the Chicago high schools for this complementary work; the list touches nearly every subject of interest. The books are carefully graded to meet the varied tastes and attainments of the pupils. Forty books are secured for each year. They are duplicated to equal the number of pupils, so that no one needs to wait for another. A pupil should be requested, influenced, persuaded, I will not say compelled, to read one book a month. In four years he will have read forty of the best books in the language, all classics except possibly a few books on elementary science. Once in two months, he should write a theme concerning one of the two books read. In the first and second years these themes necessarily will be reproductions or summaries; in the third and fourth years they will be reviews. These will be corrected and commented upon by the teachers, and result in teaching a pupil how to read a book, how to retain its salient points and comprehend the truths it is written to impart. Oral descriptions should also be required, and thus all the class will reap to some extent the profits of a book which one or two only have read. Teachers having the oversight of the reading of one hundred or more pupils, should arrange to have two or three reviews presented each day, and two or three returned each day, so that the pupil will not lose his interest in what he has written, and the teacher not be overwhelmed with a large pile of themes which she must take a month to read. A teacher of English should not have more than twelve hours of recitation a week, so that she may have time to give proper attention to theme reading and to her pupils in their selection of books. This last thought is all important.

The teacher must study the characteristics of each pupil, interest himself in his tastes and talents, and lead him to read such books as will give him a hungering and thirsting for the best literature. This Home Reading should constitute a part of the course in English, and be wholly in charge of the teachers of that department.

The discussion of Home Reading was continued by Dean C. H. Thurber, of the Morgan Park Academy:

"There is one fundamental purpose that lies at the base of all teaching of English. It is this: Whatever teaching of literature or of English that does not produce as a result a love for and an interest in good reading is a failure from a humanistic or culture standpoint. The two aptitudes or tastes which give the greatest joys in life to those who possess them are no doubt the taste for reading and the taste for music. A student is poorly equipped for life who does not acquire in the schools or out of them a taste for good literature which shall be a joy to him all his life. The disciplinary side of English study has received a great deal of attention and is already well developed. This was essential, for form cannot be neglected, but it is now time surely for a thorough discussion and investigation of the means by which the schools can do their duty in instilling a love for reading in the hearts of the young. A practical suggestion along this line which it is within the power of every teacher to follow is this: That means be taken to emphasize the importance of devoting a part of every vacation to reading good books. The idea that vacation is a time for miscellaneous loafing cannot be too soon eradicated. Each teacher before the vacation can easily bring this matter to the attention of his class and suggest certain books which the students are sure to find delightful for reading during the vacation time; then after the vacation is over let the inquiry be made as to how many did the reading and whether or not they enjoyed it. In the school with which I have recently been connected in addition to the regular class work in English, including the English masterpieces, two books per quarter were assigned for what was called 'supplementary reading.' In some way or another an examination was given on these books sufficient to test the pupil's knowledge of their contents. Sometimes it took the form of an essay in the regular English work, based upon these stories; sometimes it took the form of a review. The English work for the quarter was not considered complete until the supplementary reading had been finished. In this way each student during his course read

at least twenty-four books of good, standard literature. Before this plan was adopted it was the custom of the school to print each year a list of books which the students were recommended to read but which almost no one of the students ever read."

As a means of crystallizing the sentiment of the conference, the following resolutions were presented by Dean Thurber:

Resolved, That this conference request the aid of the colleges and universities in securing a greater amount of home reading from the scholars in our high schools and academies.

That the colleges and universities require that students taking the entrance examinations in English shall have read at least twenty-four standard works of English literature.

That there be no examination set by the colleges or universities on this reading, but that the certificate of the English teacher that the work has been done be in all cases accepted and that such certificate be required at the time of examination.

That a committee be appointed by this conference to suggest a list of two hundred books from which these twenty-four books may be taken.

A motion to adopt the foregoing resolutions was lost, after a brief but spirited debate.

3:10-3:30 PM. A discussion on the relation of theme-writing to the study of masterpieces was led by Mr. Edwin L. Miller, of the Englewood High School. Mr. Miller said:

"In order to write well one must have something to say and know how to say it to good advantage. The theory that when we have put material for compositions into the hands of students we have done all that is needful is based on the false assumption that language depends altogether on thought, thought not at all on language. The truth is that language and thought are, as it were, the two legs of the body that may stand metaphorically for the human spirit; neither of these legs can ever get more than a step in advance of the other. Much of our failure in composition work arises from ignorance or neglect of these facts. The best way to teach the subject is inductively, through exercises based on the text of some model of prose style. This principle is based on nature as well as science. All great writers begin by imitating their predecessors. Such exercises as the following are suggested: After the reading of Macaulay's *Frederic*, the writing of a *Life of Napoleon*; after Webster's *Bunker Hill Monument*, an *Oration on the statue of Lincoln in Lincoln Park*; after Chaucer's

Prologue, a character sketch from life. Infinite other applications of the principle are of course possible. The exercises mentioned will be found to be a vast aid to intelligent reading as well as to intelligible writing."

It was voted to request the subject of the foregoing discussion—The relation of theme-writing to the study of masterpieces—as a topic for the programme of the next conference.

3:30-4:30 P.M. A discussion of methods of teaching English literature was led by Associate Professor W. D. McClintock and Dr. Myra Reynolds, University of Chicago.

Associate Professor W. D. McClintock suggested that there were three stages in the history of placing English in the school curriculum: (1) The feeling that the education which neglects a systematic and extended study of English is faulty. (2) The securing of a place and time for English in the courses of study. This stage is accompanied by great ignorance as to the best methods of teaching, and by many experiments even contrary to each other in nature. (3) The gradual settlement of the questions of amount of material to be used, methods of teaching, and service of the subject in the mind's education. On the whole, English studies in our schools may be said to be just emerging from the second stage of this development. As to the teaching of English literature, the greatest need is for a systematic and comprehensive training of instructors in the philosophy and constituent elements of literature. Such a discipline scarcely exists today even in the best colleges and training schools. The appeal should be made for courses of study in the secondary school which shall supplement by fundamental literary theory the current practice of studying single masterpieces, single authors, or single periods of work; this fundamental work might be called, "An Introduction to the Study of Literature;" or, "The Elements of Literature." Such a course would introduce the student in a systematic and comprehensive manner to the larger characteristics of literature; the great elements of style, in which literature agrees with the other arts; the smaller elements of style, such as words, phrases, figures and versification, and to the existence and characteristics of the various species of literature: Epic poetry, lyric poetry, drama, fiction and essays.

Dr. Myra Reynolds advocated the inductive method, and gave a number of interesting suggestions concerning methods by which the class may be led to thorough and appreciative preparation of the

lesson assigned. Some of these suggestions are to appear in book form within the ensuing year and hence are not reported in full here.

A programme committee was nominated for the next conference. It consists of Superintendent A. F. Nightingale, Dean C. H. Thurber, Miss Mary E. Jones of the West Division High School, Chicago, Miss E. G. Cooley of La Grange, Ill., and Associate Professor McClintock. Adjourned.

MODERN LANGUAGE CONFERENCE.

Professor Bruner, of the Romance Department, presided at the morning session; Dr. von Klenze, of the Germanic Department, at the afternoon session.

The discussions were animated and very suggestive at both sessions.

Of the questions which elicited the greatest amount of debate, the following were the most important:

First, when should reading at sight be begun? The general feeling seemed to be that the earlier the pupil is taught sight-reading the better. In order to do this properly the teacher should make his pupil as independent of the dictionary as possible by showing the relations between French or German and English. Next, it was asked: Should the foreign languages be spoken exclusively in the class room, or should English be used in explaining rules or difficult passages? It was the general sense of the meeting that the use of the foreign language is very valuable for the purpose of filling the pupil with its spirit, but it was pointed out that there is danger of misinterpretation on the part of the pupils, which can be guarded against only by using English, especially in the beginning, to clear up difficulties. The third question, closely allied with the second, dealt with the problem of translation: How long should the pupil be made to translate into English, and when should he be taught to read in the foreign tongue without translating? There was some difference of opinion on this important point. The majority favored enabling the student to read without translating rather soon; the minority believed that translation should be given up at a late stage to prevent misinterpretation or carelessness, and claimed that the training in English afforded by translating was a factor of considerable importance. Lastly, the meeting discussed the question: When classical works should be read?

Everybody agreed that comparatively easy, and modern authors are preferable until the student has fairly mastered the grammar and can read with considerable ease.

CONFERENCE IN PHYSICS AND CHEMISTRY

The departmental conference in physics and chemistry during both its long and well attended sessions had the following topics under consideration :

- (1) The advisability of insisting on preparatory chemistry as a prerequisite to the study of chemistry in the university.
- (2) Definite indication of the character of the laboratory work expected of preparatory students.
- (3) The advisability of requiring one unit of science (physics) as one of the thirteen entrance units.

The points raised may be grouped as follows :

Under the first topic :

(1) While high school work in physics and chemistry is excellent for mental training, yet the marked superiority of these studies over German, French, History, etc., in preparing students for the university courses in chemistry was denied. (2) It had been the experience that in the university courses in chemistry those who had studied chemistry in the high school did not do much better than those who had no such training. (3) The reason for this was not considered to be faulty instruction or information but the mental incapacity of students of the usual high school age to grasp the subject. (4) It was further urged that in those isolated cases where those who had previously studied chemistry did excel it was due to special instruction during the high school course or to special aptitude of the student. (5) The chief value of high school chemistry and physics was considered as lying in the benefit to be derived from the repetition which will follow to some extent, in the university courses and not in the actual amount of information obtained by the student. (6) This attitude of the university was held to be discouraging towards the study of chemistry in the high school. A desire was expressed to have a definite credit or advantage accorded in the university to those who had already taken a high school course in giving them privileges over those who were taking the study for the first time.

Under the second topic:

The preparation of an outline of laboratory work was urged, because (1) students who had chemistry in the high school were obliged to take much of their work over again, or to go into classes much too advanced for them; (2) there is no connection between the present courses in the preparatory schools and in the university; (3) the schools preparing for Harvard are supplied with such an outline; (4) so far the preparatory schools have failed to satisfactorily prepare their students for the university; (5) the number of students taking chemistry in the high schools is diminishing, and this is because of (4)

These were met as follows:

(1) It is impossible to make as sharp a distinction between high school and university chemistry as can be done in mathematics, Latin, etc.; (2) the Harvard scheme has been in some respects unsatisfactory to Harvard University itself; (3) the decrease in the number of students taking chemistry in the high schools is due to causes other than those mentioned, and principally that now physics precedes chemistry, which was not the case five years ago; (4) any such scheme would interfere with the liberty of the teacher.

Then, assuming that such a scheme might be advisable, the discussion centered about the methods to be used and the aims and objects of high school teaching in general, and laboratory and science teaching in particular. It was quite generally agreed that the scheme should embrace topics rather than set experiments. The relative amounts of theory and fact were left to the judgment of the teacher. The final action was to decide that two committees of three members each be appointed by the examiners. One of these committees was to outline a laboratory course in chemistry and the other to do the same for physics, both committees to report at the next conference.

DEPARTMENTAL CONFERENCE—PHYSIOGRAPHY AND
GEOLOGY.

Miss Louella Chapin was appointed secretary of the conference. Mr. Carman, of the Lewis Institute, gave direction to the discussion by putting two questions: (1) Should physiography be taught in secondary schools? (2) If so, what is its place?

Professor Chamberlin: The solution of the high school problem

lies in establishing different courses for different students. Parents and children should choose between alternative courses in which the succession of studies should be fixed. There should be a long and strong course in physiography because: (1) Geography is based on it, being but the superficial expression of geology. It is to be regretted that the study of geography ends in the grammar schools. Teachers often have no higher attainment in this subject than their pupils and the work in geography in the schools is consequently inefficient. (2) Physiography is of peculiar importance in a commercial age. Commercial and domestic interests are affected by geographic conditions in distant lands. (3) Physiography is the best broadening study. It should for this reason have a very decided place constituting perhaps 12 or 15 per cent. of the course of study.

Mr. Cutler, Northwest Division High School, Chicago, discourages differentiation. He asked: (1) Would Professor Chamberlin require physiography in all courses? (2) Should a student preparing for college study geology?

Professor Chamberlin answered (1) that he would not require physiography in all courses unless the student were preparing to teach geography, and (2) that a student preparing for college needs physiography and geology to develop his faculties. If classics alone are studied some faculties become atrophied.

Mr. Carman gave his view of a high school course. At first all students should do very much the same work in order that the opportunity for choice between courses should be postponed until it can be made intelligently and advisedly. Mr. Carman wished to know whether Physiography is a study to be put early in the course.

Professor Salisbury: Physiography is the best study for stimulating the power of thinking. It is a subject about which it is easy to arouse interest. We are always in contact with the subject-matter, and past experience has furnished data upon which to reason.

To students in the university, Physiography is often the first course in science, and in these cases the inability to translate the printed page into terms of phenomena is marked.

As to the place of Physiography, it might be put anywhere. It might start before the high school period. Within the limits of Chicago advanced work in Physiography is being done below the high school grade. The management of the course must accord with the age of the class. One-half the work in the university might be done

in the second year of the high school. The question is one of adaptability of teachers. The ideal would be an elementary course below the high school, and another course in the third year of the high school. The development of Physiography to the exclusion of Geology would not be regretted. The two courses could well be consolidated.

Geology as generally studied in most high schools is not an advantage. The subject can be well taught in high schools, however, and is well taught in some. The only standpoint for teaching geology is the standpoint of history. The question should be "How did it come about?"

Mr. Cutler asked (1) Does Nature Study in the Chicago schools cover elementary Physiography? (2) Are Botany and Zoology necessary before Historical Geology can be taught? (3) Is Physics necessary before Physiography? (4) Is Chemistry necessary before Mineralogy?

Professor Salisbury could not answer the first question. As to the others it is advantageous to have each before the other. Students naturally imbibe the fundamentals of Physics. Elaborate Botany and Zoölogy are not necessary although they are a very great help. A student in Historical Geology ought to know their classifications. Biology runs too much to laboratory work at present. As now taught it helps Geology very little.

Professor Chamberlin also replied to Mr. Cutler's questions. Practical considerations must govern in the succession of studies. It has been found practicable to introduce Physiology before Biology or Chemistry.

Professor Salisbury stated that from examination of entrance papers in Geology it seems that the tendency is to acquisition of facts rather than to establishing principles and developing reasoning power.

Mr. Cutler believes the difficulty is that there is the same state of mind in teachers. Papers of teachers seeking positions in high schools showed weakness where the questions involved reasoning.

The conference adjourned at noon. No afternoon session was held.

COMMUNICATION

Editor School Review:

ON page 552 of the November number of the SCHOOL REVIEW is found the following statement:

"Those who have dealt with children and young people know well that they hear only that which they really understand. They only collect and hold sounds in mind to the extent that they apperceive them."

A considerable experience with children has led me to believe that the opposite of the above statement is often true. A boy of four years must have a very crude apprehension of concentric circles and regular polygons, and yet a youngster of this age was discussing these geometrical concepts with a playmate a few days since. That he was wholly ignorant of the ideas symbolized by the words which he was using so glibly, and evidently with great delight, was evinced by the fact that he did not recognize either the circle or polygon when diagrams of them were shown him.

He had heard his father discussing mathematical subjects, and had evidently collected and held sounds in mind that he did not apperceive.

I have found that children delight in learning new words, especially if they are long and difficult of pronunciation. To them the meaning of a word is a secondary consideration. Would it not be a profitable study to discover what percentage of the words in the vocabulary of a child are meaningless to him?

Yours truly,

WALTER S. LATTIMER.

BOOK REVIEWS

Appendix to Bennett's Latin Grammar for Teachers and Advanced Students, and *A Latin Grammar*, Complete Edition, with Appendix. By CHARLES E. BENNETT, Professor of Latin in Cornell University. Boston: Allyn and Bacon, 1895.

THE methods which are resorted to by some agents to discredit the books published by rival houses, and to introduce their own, are well illustrated by the statement which has been given considerable currency, that "Professor Bennett's *Grammar* has already proved so inadequate to its purpose, that he has been compelled to issue an appendix nearly as large as the original volume." Comment on this is unnecessary, especially after the discussion of the question of adequacy in the September number of the *SCHOOL REVIEW*.

The idea of presenting "the essential facts of Latin Grammar" in the briefest possible compass, and discussing the matter which is of interest only to advanced students in a separate volume, is so obviously a good one, that it is strange that it has not earlier been put in practice in this country. The superiority of the plan to the one commonly followed is evident from an examination of the *Appendix*. In a volume of 232 pages which, when bound with the grammar in a "complete edition," makes a book but little bulkier than our ordinary school grammars, Professor Bennett has given in a clear and orderly fashion material which our school grammars have partly left untouched and partly presented piecemeal in footnotes and fine print. This material, much of which has hitherto been out of the reach of many teachers in secondary schools, is presented in nine chapters, under the following heads: The Alphabet, Pronunciation, Hidden Quantity, Accent, Orthography, the Latin Sounds, Inflections, Adverbs and Prepositions, Syntax. The treatment, while necessarily brief, is remarkably clear, and is marked by a scientific spirit and an unusual freedom from personal bias. Excellent judgment is shown in selecting for fuller discussion questions of the greatest interest to teachers, and those regarding which differences of opinion exist.

While in most of the chapters the latest results of historical and comparative grammar are summarized, in some cases independent work of great value has been done. This is notably the case with the chapter on Hidden Quantity, which presents a full and impartial discussion of the cases regarding which scholars disagree. The lists of "The Most Important Words Containing a Long Vowel before Two Consonants," and of "Words whose Hidden Quantities are sometimes marked at variance with the Preceding List" correct the numerous errors in Marx's *Hilfsbüchlein*, and should have an influence on subsequent editions of our standard lexicons, and on the marked texts and vocabularies of our school editions of the Latin authors. It is to be regretted that these books must of necessity be delayed in conforming to the new views, and that a period of confusion is inevitable. The interests of secondary education in particular demand uniformity in this matter, and in some cases a sacrifice of personal views. The writer is of the opinion, although this necessitates a change in some of his previous convictions on the subject, that we cannot do better than to adopt Professor's Bennett's lists as our standard.

The foregoing remarks apply to some extent to the chapter on Orthography. Since it is generally agreed that forms like *afferō* and *aggredior* represent the actual pronunciation of the period which we take as our standard, while the unassimilated forms give merely an etymological spelling, it is to be regretted that the "Brambachian" orthography has been so generally adopted, at least in our school text-books. Here too uniformity is most desirable, and it is difficult for pupils in our secondary schools to learn to say *afferō*, when *adferō* appears on the printed page.

The revival of *j*, which has been well-nigh universally banished from our texts and lexicons, to represent the consonant *i*, is a bolder step; but the position seems a sound one, that if we write *iaciō*, we should also write *uiuus*.

It is unfortunate that Professor Bennett was of necessity confined to so limited a space, and while we may hope that the *Grammar* may never exceed its present number of pages, it is greatly to be desired that the *Appendix* may meet with so favorable a reception as to warrant a considerable extension of its present limits. A chapter on Etymology is needed, and some of the sections would gain somewhat in clearness from a fuller presentation, for example, the one on Syllable-division. Professor Bennett's reasons for believing that the

traditional rules do not represent the actual pronunciation of the Romans commend themselves as sound. He does not make it clear, however, that precisely the same objections apply to the traditional syllable-division in Greek, nor has he given due consideration to the evidence of the Romance languages.

In a few minor details the writer is unable to accept Professor Bennett's conclusions, as for example, on the question of the nasalization of vowels before *ns* and *nf*, but he has no hesitation whatever in cordially commending the *Appendix* as a whole, and in advising all teachers of Latin to add it to their libraries.

JOHN C. ROLFE

UNIVERSITY OF MICHIGAN

Elementary Chemistry. By GEORGE RANTOUL WHITE, Instructor in Chemistry in Phillip's (Exeter) Academy. 272 pages. Ginn & Co.

THIS book shows the marks of careful preparation and of much thought and ingenuity in the selection and arrangement of material. Its peculiar features are an almost complete disuse of chemical formulæ and its attempt to teach the history as well as the theory of chemistry by illustrative experiments. The book consists of three parts. Part I includes directions and descriptions for performing thirty-four laboratory exercises. These comprise a study of oxygen, hydrogen, sulphur, phosphorus, carbon, chlorine, and nitrogen, together with the following metals, iron, mercury, zinc, copper, magnesium, calcium, sodium and potassium. Part II consists of fourteen additional laboratory exercises on the following elements and their principal compounds: Bromine, iodine, fluorine, arsenic, antimony, bismuth, tin, lead, silver, gold, platinum, aluminum. Both parts I and II are simply directions for performing laboratory work with questions directing the student's attention to the thing to be observed. The elements mentioned above are nowhere described in the book, and the student is expected to obtain his knowledge of them from direct contact in the laboratory. Part III, on the history and development of the laws and theory of chemistry, is the unique portion of the book. The author illustrates this portion of the subject by calling on the student to perform many of the classic experiments which have helped or hindered the progress of chemistry. The chapter on the alche-

mists is illustrated by three experiments; (1) A so-called transmutation; (2) The death of a metal; (3) The resurrection of a metal. The period of Robert Boyle is emphasized by calling on the student to perform Boyle's law and to make certain chemical and physical tests made by him. The pneumatic period of chemical history is illustrated by exercises on the weight and specific gravity of air, hydrogen, carbon-di-oxide and illuminating gas. Lavoisier's contributions to the cause of science are illustrated by several experiments on the law of the conservation of mass.

The modern period is illustrated by several determinations of atomic weight, several of molecular weight, by exercises on the law of definite proportions, the law of multiple proportions, and the law of combination by volume. The subjects of specific heat, isomorphism, and the periodic law are also discussed and illustrated. This part of the book contains full discussions and statements of historical value together with the experiments already described. The appendix contains much valuable matter in regard to general manipulation.

The theory upon which the book proceeds is that the student cannot, or should not, learn the laws and theory of chemistry before he has acquired a very wide knowledge of facts. The student who performs the exercises in parts I and II will get a fairly comprehensive view of the principal elements and their compounds; but he will have finished all this and be nearing the end of his year's work before he knows anything about the law of definite proportions, the law of conservation of mass or, in fact, any law of modern chemistry. Would not a judicious mixing of fact and theory, of illustration and law, produce better results? We have some doubts as to the wisdom of placing all this work on the elements before any theory is introduced. Yet in the hands of the author of the book, and those trained under him, we have no doubt that it would be an interesting and profitable course.

The ideal text-book in chemistry has not been written and probably never will be; for the method of presentation which commends itself to one teacher will not find favor in every particular in the eyes of another. Two things, however, will, in our opinion, appear in future text-books; first, a set of laboratory directions, clear, definite, pointed, and contained in a book bound separately from the text; second, a text which shall give in connected form a good description of the elements. The latter should be consulted by the student after he has performed the exercises of his laboratory manual. This plan is

found in Professor Remsen's Advanced Manual. On the whole the book before us we have found helpful and suggestive.

A few minor criticisms may be noted. On page ix, "The writers do not seem to realize how vast an *accumulation* of facts now *lie* open to the chemist;" an extensive and unnecessary use of the word *caution!* in describing experiments.

R. H. CORNISH

MORGAN PARK ACADEMY

Deutsche Zeitschrift für Ausländisches Unterrichtswesen, edited by
DR. J. WYCHGRAM, Leipsic. Voigtlander. Price, 10 marks.

THIS journal, advance notices of which were sent to many American teachers some weeks ago, began its publication in October. It is one of the encouraging signs of the times that Germany is joining other nations of the world in looking abroad for educational inspiration. While she has no need to send her young men away from home for university training, she has been far more progressive than any other nation in translating whatever is best from other languages into her own. An English work like Salmon's Algebra, an Italian work like Veronese's last contribution on the Foundations of Geometry, a French work like Serret's on Calculus, or a Russian work like Somoff's Mechanics, all these at once appear in German, occasionally in French, less often in Italian, rarely in English. It is in the same spirit that this new Zeitschrift has been started by Dr. Wychgram. In his introduction he calls attention to the unity of interest in Germany and abroad in certain educational movements. Advocates of manual training must be in touch with the movement in Finland and the Scandinavian countries. The education of women is a question in which Germany can well afford to look to France, England and North America, while University Extension is a movement not to be neglected.

A list of well-known contributors is given, representing most of the educational centers, and the number will doubtless be enlarged. Our own country is represented by such men as Dr. Butler, Dr. Hall, Dr. Montesor of New York, Dr. Russell of Colorado, W. S. Monroe of Leland Stanford, and by the editor of the SCHOOL REVIEW.

The first number is an excellent piece of work, topographically and scholastically. It occupies 110 pages with the following list of articles:

Swiss Education, by Dr. Largiadèr, Rector of the Girl's School and Docent in Pedagogy in the University of Basel.

Superior Normal School in Paris, by Professor Ehrhard, Clermont-Ferrand.

Coeducation, by Dr. Waetzoldt, Magdeburg, who represented the German government at the Columbian Exposition.

The present Status of Education in England, by Henry Holman of London.

Recent Educational Movements in North America, by Dr. Schlee, Director of the Real Gymnasium in Altona. Other articles pertaining to education in England, Russia, Denmark, America, etc., are given, followed by book notes and reviews. We beg to extend to the new journal our best wishes.

DAVID EUGENE SMITH

MICHIGAN STATE NORMAL SCHOOL
Ypsilanti

Geographische Zeitschrift, Edited by DR. ALFRED HETNER of the University of Leipsig. Published monthly by Teubner, Leipsic. Price, 8 marks.

THE prospectus for the above journal is just out and gives promise of a valuable contribution to scientific literature. The editor has secured the coöperation of a large number of authorities on geography in all parts of the world, and with their assistance he can hardly fail to make a success of the work. The American correspondents include Professor Davis of Harvard, Professor Bauer of Chicago, Dr. Emil Deckert and A. Lindensohl of Washington.

The first number contains an article by the editor upon Geographical Research; one by Dr. von Richthofn of Berlin, on the Peace of Shimonoseki and its Relation to Geography; one by Dr. Bruckner of Bern on the Influence of Climatic Changes on the Harvest Yield and the Price of Corn in Europe. It also contains a summary of the proceedings at the last geographical meeting in Berlin, and a collection of geographic notes and book notes. The outline for the year is an excellent one.

DAVID EUGENE SMITH

MICHIGAN STATE NORMAL SCHOOL
Ypsilanti

NOTES

GINN & Co. announce *The Timon of Lucian*, edited by J. B. Sewall.

LITTELL'S *Living Age* has been reduced in price from eight dollars to six dollars a year.

THE first edition of MacClellan & Dewey's *Psychology of Number* (Appleton) was exhausted within two weeks of its publication.

PROFESSOR GEORGE A. WENTWORTH, author of Wentworth's series of mathematics, has recently returned from an extended tour in Europe.

THE *History of Oratory, from the Age of Pericles to the Present Time*, by Professor Sears, of Brown University, will soon be published by S. C. Griggs & Co.

THE Christmas number of the SCHOOL JOURNAL reflects the holiday season from cover to cover, and is in every way a most attractive and interesting publication.

AN article of exceptional interest, especially to the great student world, is "Student Life at Oxford, England," by Fred Grundy, which appears, finely illustrated, in the December issue of the *Chautauquan*.

D. C. HEATH & Co. have in press, for immediate issue in "Heath's Modern Language Series," *Le Premier Livre de Français*, a little illustrated book intended as a purely conversational introduction to French.

THE December issues of Houghton Mifflin & Co.'s famous Riverside Literature Series are (No. 87), Defoe's "Robinson Crusoe," and (No. 88), Stowe's "Uncle Tom's Cabin." Other classics of equal merit are promised for issue during the remainder of the school year.

A SUGGESTIVE bulletin on Study Clubs is the latest publication of the University of the State of New York. The bulletin describes a somewhat novel form of University Extension, by which clubs of five may enjoy privileges usually accessible only in large centers. The bulletin may be had for 25 cents from the Regent office, Albany, N. Y.

UNDER the sarcastic title, "scientific temperance," President David Starr Jordan contributes to the January *Popular Science Monthly* a scathing denunciation of the women reformers who have forced most unscientific and ill-proportioned requirements as to the teaching of the physiological effects of alcohol and narcotics into the school laws of many states.

PROFESSOR EDMUND J. JAMES who leaves Philadelphia for Chicago, at the beginning of the new year, has resigned the editorship of the *Annals of the American Academy of Political and Social Science*. Dr. James has been the editor of the *Annals* since its establishment as the organ of the American Academy of Political and Social Science in July, 1890. Under his direction the magazine has been several times enlarged.

ONE is not apt to think of finding Greek manuscripts among Egyptian tombs and ruined monasteries, yet Professor A. H. Sayce tells us in *The Sunday School Times* of November 23, that in certain instances parts of the mummy cases have been found to be composed of fragments of inscribed papyri, perhaps the contents of waste paper baskets which some undertaker had bought. The dates on many of the papyri show that they are the earliest Greek manuscripts known to exist.

WE have received the minutes of the preliminary meeting for organization of the North Central Association of Colleges and Secondary Schools. The organization of this Association is an epoch-marking event in the development of higher education in the Central West. The first full meeting is to be held about April 1, 1896, at The University of Chicago. The executive committee will submit for discussion two most interesting questions: "What Constitutes a Secondary School?" and "What Constitutes a College?"

THE executive committee of the N. E. A., after careful consideration, have unanimously selected Buffalo, N. Y., as the place for the next annual meeting, July 7-11, 1896, provided satisfactory arrangements can be made with the railroads. The desire of the committee has been to locate the meeting in Boston in accordance with the almost unanimous wish of the directory, expressed by letter. It was, however, impossible to secure from the New England organization of railroads better rates than one and a third fare for the round trip. It is believed that the selection of Buffalo most nearly meets the expressed views of the directory.

THE preliminary programme of the meeting of the Department of Superintendence of the National Educational Association, to be held at Jacksonville, Fla., February 18, 19, 20, 1896, offers variety as well as excellence. The meeting last year at Cleveland was a most serious affair, and it led to important results. The Jacksonville meeting will cover a much wider range of topics, but is not likely to be so important in the history of education. It may be more enjoyable. Among the prominent speakers are President J. G. Schurman of Cornell University, Professor B. A. Hinsdale of the University of Michigan, Hon. W. T. Harris, President Chas. De Garmo of Swarthmore College, President J. H. Baker of the University of Colorado, Hon. Chas. R. Skinner, State Superintendent of New York, and Professor John Dewey of the University of Chicago.

It is not beneath the dignity of secondary teachers to take a lively interest in the important and suggestive work now becoming prominent under the general name of "Child Study." There are many lines of this study; the one most neglected so far has been that of long continued, painstaking, scientific observation of a single child, a work that makes such large demands upon the observer that it is no wonder that few have had the courage to undertake it. The best work done in our own country in this line, work that does not suffer by comparison with that done in any land, is that of Miss Millicent Washburn Shinn, the published result of which constitute Nos. 1 and 2 of the University of California studies. The studies are extraordinarily interesting to any student or lover of children. As a contribution to our knowledge of child life their intrinsic value is great, and greater still is their value in the line of suggestion and stimulus to more work of this kind.

THE National Herbart Society for the scientific study of education was organized in Denver at the late meeting of the N. E. A. Its purpose is to study and investigate and discuss important problems in education. Its members do not subscribe strictly to the doctrine of any one leader, but seek for fair and thorough discussion. An executive council of nine members has the control of the society's work. The society was organized for the aggressive discussion and spread of educational doctrines, and it desires to draw into its membership all teachers, students of education, and parents who wish to keep abreast of the best thought and discussion. It publishes a year book six weeks before the N. E. A. meeting, which contains two or more complete monographs on important topics carefully worked out by specialists in educational fields. The year book is sent free to all regular members. In addition to the year book the society, through its secretary, will send free to each member one or more additional pamphlets during the year. Regular yearly membership in the society may be secured by the payment of a one-dollar fee, which should be sent to the secretary at Normal, Ill. The society has just issued a plan of work for local clubs that may also be had of the secretary.

At a meeting of the Eastern Association of Physics Teachers, held in Brookline, Mass., on November 9, an important communication was received from Harvard University respecting the admission requirements in physics. There has long been a feeling on the part of the authorities at Cambridge, as well as among the teachers in secondary schools who have occasion to prepare pupils for the examination in physics, that the requirements for admission need revision. Such revision is being made, and this Association of teachers has been invited to offer suggestions. A committee of five, from as many representative schools in the Association, has accordingly been appointed to prepare a report, for the next meeting, which shall embody such suggestions as they may deem wise to offer. The final report of the Association will be made to the University at a later date. In their effort to secure equitable requirements

and to devise a course of laboratory work which shall meet with the approval of everyone concerned, this committee desires the hearty coöperation of all who are in any way interested in this most important work. Since the physical laboratory work in secondary schools is rapidly becoming of such increasing importance, its value being recognized by all, and since Harvard University has taken the lead in outlining a definite preparatory course, the importance of the contemplated revision is obvious. All teachers who are interested in this matter, and who desire to present their views to the Association of Physics Teachers, are invited to communicate with the secretary, A. B. Kimball, English High School, Worcester, Mass.

CURRENT EDUCATIONAL LITERATURE

STUDIES OF CHILDHOOD. XII. UNDER LAW. By JAMES SULLY. *Popular Science Monthly*, November, 1895.

THE PUBLIC SCHOOLS OF THE UNITED STATES. Fourth Paper. By F. W. HEWES. *Harper's Weekly*, November 13, 1895.

RECENT TENDENCIES IN THE EDUCATION OF WOMEN. By MARY R. SMITH. *Popular Science Monthly*, November, 1895.

A GENERATION OF COLLEGE WOMEN. By Miss FRANCES M. ABBOTT, *Forum*, November, 1895.

Shows what the subsequent career, after graduation, has been of more than a thousand women who have graduated from Vassar College since the opening, thirty years ago.

PATERNAL AUTHORITY AND ITS DECLINE. By C. P. SEEDEN. *North American Review*, November, 1895.

THE decline of paternal authority is widespread, but nowhere has there been so great an abandonment of control as in America. In compensation there is, however, a growing belief that "*Le pouvoir paternal est plutôt un devoir qu'un pouvoir.*" In recognition of this principle the cost and care of bringing up a child properly have become so great that there is an increasing sentiment in favor of small families, not only on the part of those who pride themselves upon their enlightened selfishness, but among conscientious people who realize the difficulties of bringing up a child in the way he should go. Save in agricultural communities, children seldom render any efficient service to their parents, and the young person adequately fitted for a profession, in most cases, has cost his parents and institutions of learning not less than fifteen or twenty thousand dollars. This excessive tax upon the head of a household and upon the state suggests the possibility of mistaken zeal in inducing young people to abandon the field of manual labor.

THE NEW OLYMPIC GAMES. By THOMAS JAMES DE LA HUNT. *Lippincott's*, December, 1895,

WHILE athletics are almost daily assuming greater prominence in this complex, end-of-the-century life of ours, and spirited competitions in every branch of sport are continually occurring as incitement to fresh feats of record-breaking, the coming year will witness an event which compels the interest of every classical scholar no less than every athlete,—the first Modern Olympiad, a tournament of strength based upon classic lines, though modified and extended in accordance with advanced ideas of today, so that sprinters and gymnasts, fencers and wrestlers, crack shots and oarsmen, bicyclists and tennis champions, polo experts and gentlemen riders, are all invited to participate. This projected revival of the old Olympic games will be inaugurated at Athens in the spring of 1896, continuing from April 5 to April 15, and is proposed to be the first of a new series, celebrated every four years as were the original games, but differing from them in change of place on each occasion. Despite the power of historic interest attaching to the Peloponnesus, this original arena is somewhat difficult of access for both hemispheres alike, and it is designed by the committee in charge to hold these meetings successively in various great capitals of the Old and New Worlds. Following the inauguration at Athens, the second games will occur in Paris during the exposition of 1900; the third are to be celebrated in New York in 1904; and the fourth, in 1908, will take place, it is thought, in London.

FOREIGN NOTES

SIR JOHN GORST ON SECONDARY EDUCATION. *The Journal of Education* [London], December, 1895.

It is often a far cry from Royal Commission Reports to legislation, but, unless Sir John Gorst's enthusiasm for education has carried him away, the present government do intend to tackle the secondary education problem. Speaking at a School Board music competition, Sir John practically endorsed all the main recommendations of the Commissioners. Here are some of his statements: "We have to collect into one center the separate and conflicting educational departments. We have to create local authorities to supervise and coördinate higher education. We have to complete the ladder from the most elementary to the secondary schools, and thence to the universities. We have to provide better instruction in the art and science of teaching. We have to form a register of teachers, and establish a national system of teachers' pensions." The rest of his speech was just as sound in reference to elementary education. If Sir John Gorst lives up to these utterances of his, then indeed may his name go down to posterity as our first Minister of Education. He has a splendid opportunity. Public opinion is becoming

ripe for legislative action. Teachers are beginning to sink their petty differences and pride of rank in a combined demand for reform, and there is the moderate and statesmanlike Report ready to hand as a rough draft of the Act.

THE REPORT OF THE SECONDARY EDUCATION COMMISSION. *The Schoolmaster* (London), November 9, 1895.

THE most remarkable and gratifying feature about the Report of the Secondary Education Commission, is the extent to which the views of the practical experts have been adopted by the whole body. The experience is so new in English methods that one's sensations in noticing the fact are positively delightful. The plea for the unification of the Central Educational Authority is, as everybody expected, answered; and it was to have been as naturally anticipated that the Vice-president of the Council would blossom into somewhat wider functions under the more comprehensive title of Minister of Education. But it was not quite so certain that the Commission would go the length of recommending the appointment of a Council of Experts to advise the Minister and his permanent officials. . . . For with all respect, that august body known as the Committee of Council cannot be said to command much respect as an assembly of Educational Administrators. It is composed for the moment of the Prime Minister, the Secretaries of State for the Home, Colonial and War Departments, the Chancellor of the Exchequer, the First Lord of the Admiralty, and the Vice-president of the Council. Nobody supposes that the Secretary of War or for the Admiralty, for choice, ever assists the Vice-president very materially in his supervision in the schools of the nation. So we repeat, we rejoice in the appointment of a body of Consultative Experts; and we are glad to note, too, how specifically the Commission lays it down that the practical man should be called in, not only at the central office, but at the deliberations of the Local Authority. . . .

We have to congratulate the Commission upon the very admirable manner in which the subject of school inspection is approached. One almost sings a Nunc Dimitis as one reads: "*The inspection we contemplate is something quite different from the work hitherto done by Her Majesty's Inspectors in the Elementary schools*"; and again, "*Such a code of regulations and such a system of examination and inspection as the Education Department has applied to elementary schools, would, in our view, be not only unfitted, but positively harmful to Secondary Education.*" Undoubtedly, if we suggested, "And to Elementary Education also," the reply of the Commission would be an indication of unanimous agreement. That is how we interpret the reference.

Then, with regard to the appointment of Inspectors, it may be taken as a tribute to the agitation carried on for the last twenty-five years by the National Union of Teachers, that we have it set down for the first time in a Royal Commission Report, that *Inspectors should be persons of ripe experience*

in the science and art of teaching, and that no limit of age should debar either Central or Local Authority from availing itself of the valuable services of the experienced educationist. Again, we agree with the endeavor to make provision for the rural schools by establishing in certain districts higher departments or classes in existing primary schools. We endorse much that is said on the Scholarship problem, though, knowing as we do the real evils of the competitive system and the extent to which the wrong boy manages to win prizes under that system, we should like to have seen advocated a greater extension of the system of attaching scholarships to the schools, these to be awarded at the discretion of managers and teachers. And though, probably for many years, may be for all time, Free Secondary Schools are entirely out of the question, we should have been glad if a certain proportion of the places in every publicly assisted or maintained Secondary School could have been made entirely free. Possibly the local authorities will see to this; but their hands would have been strengthened by a specific recommendation from the Commission.

We congratulate the Commission, further, on having pleaded for the means of appeal against the capricious dismissal of assistant teachers in Secondary Schools; we cordially support the claim for more adequate remuneration for the women teachers; we admire the discriminating way in which the question of Registration is handled; we heartily appreciate the spirit in which the Private and Proprietary School problem is approached; and we quite agree with all that is said as to the need for practical and theoretical professional training for teachers.

EDUCATION AND CRIME. *The Schoolmaster* [London], November 16, 1895.

It has always been one of our most strenuous convictions that, as Victor Hugo puts it, the man who opens a school door closes a jail door, and these columns have more than once testified to the truth of the contention. In his book on Public Libraries, Mr. Thomas Greenwood comes to our support with some notable facts and figures. In 1856, he reminds us, the number of young persons committed for what are called indictable offenses was 14,000; in 1866 it had fallen to 10,000; in 1876 to 7,000; in 1881 to 6,000; and in 1886 to 5100. And this though the population had risen from 19,000,000 to 27,000,000, so that juvenile crime was less than half what it was, though the number of children was one-third larger. The prison statistics are scarcely less satisfactory. The average number of persons in prison was, in 1878, 21,000; in 1880, 19,000; in 1882, 18,000; in 1884, 17,000; in 1886, 15,000; and in 1885, 14,500. Indeed, our prison population is mainly recruited from those who cannot read. Out of 164,000 persons committed to prison, no less than 160,000 were uneducated and only 4000 were able to read and write well.

NEW PUBLICATIONS

PEDAGOGY AND PHILOSOPHY

BLOW: International Education Series. The Songs and Music of Friedrich Froebel's Mother Play (*Mutter und Kose Lieder*). Songs Newly Translated and Furnished with New Music. Prepared and Arranged by Susan E. Blow. Size 5x7½ in.; pp. xv.+272. D. Appleton & Co.

SHINN: Millicent Washburn. Notes on the Development of a Child. Part I. University of California Studies, No 1. University of California, Berkeley, Cal. Price 25 cents.

PAULSEN: See Thilly.

THILLY: Introduction to Philosophy. By Friedrich Paulsen, Professor of Philosophy in the University of Berlin. Translated with the Author's Sanction by Frank Thilly, Professor of Philosophy in the University of Missouri. With a Preface by William James, Professor of Psychology in Harvard University. First American from the Third German Edition. Size 6 x 8¾ in.; pp. xxiv.+437. Henry Holt & Co.

VAN LIEW: Transactions of the Illinois Society for Child-Study. Edited by C. C. Van Liew, Secretary of the Society. Size 6 x 9½ in.; pp. 72. Price 50 cents. Chicago: The Werner Co.

Extension Bulletin, No. 10, October 1895. Extension of University Teaching in England and America. A Study in Practical Pedagogics. By James E. Russell, Ph.D. Size 7 x 9¾ in.; pp. 102. Price 15 cents. Albany: University of State of New York.

Extension Bulletin, No. 11, November 1895. Study Clubs. Size 7 x 9¾ in.; pp. 227. Price 25 cents. Albany: University of the State of New York.

GREEK AND LATIN LANGUAGES AND LITERATURE.

D'OOGHE: School Classics. Edited under the supervision of William C. Collar and John Tetlow. Selections from *Urbis Romæ Viri Illustres*, with notes, illustrations, maps, prose exercises, word groups and vocabulary by B. L. D'Ooghe, Michigan State Normal School. Size 4½ x 6½ in.; pp. xiii.+326. Ginn & Co.

ENGLISH LANGUAGE AND LITERATURE

ARBER: English Reprints. Edited by Edward Arber, F. S. A., Late Examiner in English Languages and Literature to the University of London. Size of each book, 4¼ x 6¾ in. Macmillan & Co.

A Harmony of the Essays, etc., of Francis Bacon, Viscount St. Alban, Baron Verulam, etc.; pp. xxxix.+584. Price \$1.60.

The Revelation to the Monk of Evesham, 1196. Carefully edited from the Unique Copy, now in the British Museum, of the edition printed by William de Machlinia, about 1482; pp. 112. Price 35 cents.

Roger Ascham: *Toxophilus*. 1545; pp. 163. Price 35 cents.

John Milton: *Areopagitica* (24 November), 1644. Preceded by Illustrative Documents. pp. 80. Price 35 cents.

- John Lyly, M. A.: *Euphues. The Anatomy of Wit. Editio princeps, 1579. Euphues and His England. Editio princeps, 1580. Collated with early subsequent editions; pp. 479. Price \$1.25.*
- George Gascoigne, Esquire: 1. *Certayne Notes of Instruction in English Verse 1575.* 2. *The Steele Glas. April 1, 1576.* 3. *The Complaint of Philomene. April, 1576. Preceded by George Whetstone's, A Remembrance of the Well-employed Life and Godly End of George Gascoigne, Esquire, etc.; pp. 119. Price 35 cents.*
- James VI. of Scotland; I. of England: *The Essayes of a Prentise in the Divine Art of Poesie. Edinburgh, 1585. A Counterblaste to Tobacco. London, 1604 pp. 120. Price 35 cents.*
- James Howell, B. A., Clerk of the Council: *Instructions for Forreine Travell. 1642. Collated with the second edition of 1650; pp. 38. Price 35 cents.*
- John Selden; *Table-Talk. 1689; pp. 120. Price 35 cents.*
- Master Hugh Latimer, Ex-Bishop of Worcester: *Sermon on the Ploughers. 18 January, 1549; pp. 40. Price 35 cents.*
- Sir Philip Sidney: *Apologie for Poetrie. 1595; pp. 72. Price 35 cents.*
- Edward Webbe, Chief Master Gunner. *His Trauailles. 1590; pp. 40. Price 35 cents.*
- William Webbe, Graduate: *A Discourse of English Poetrie. 1586; pp. 96. Price 35 cents.*
- Stephen Gosson, Stud. Oxon: *The Schoole of Abuse (August ?), 1579, and A Short Apologie of the Schoole of Abuse (November ?), 1579; pp. 80. Price 35 cents.*
- George Puttenham: *The Arte of English Poesie. 1589; pp. 320. Price 80 cents.*
- George Villiers, Second Duke of Buckingham: *The Rehearsal. First acted December 7, 1671. Published (July ?), 1672. With illustrations from previous plays, etc.; pp. 135. Price 35 cents.*
- John Earle, M. A., Fellow of Merton College, Oxford: *Micro-Cosmographie. Editio princeps, 1628; pp. 104. Price 35 cents.*
- Barnabe Googe: *Eglogs, Epytaphes, and Sonettes, 1563. Three copies only at present known; from the copy in the possession of Henry Huth, Esquire; pp. 128. Price 35 cents.*
- Nicholas Udall, M. A., Master, in succession, of Eton College and Westminster School. *Roister Doister. 1553; pp. 88. Price 35 cents.*
- Sir Thomas More: *Utopia. Originally printed in Latin, 1516. Translated into English by Ralph Robinson, Sometime Fellow of Corpus Christi College, Oxford. His second and revised edition, 1556, preceded by the title and epistle of his first edition. Pp. 163. Price 35 cents.*
- Sir Robert Naunton, Master of the Court of Wards. *Fragmenta Regalia. Probably written about 1630. Reprinted from the third posthumous edition of 1653; pp. 64. Price 35 cents.*
- Joseph Addison: *Criticism on Milton's Paradise Lost. From "The Spectator," December 31, 1711; May 3, 1712; pp. 152. Price 35 cents.*
- Master Hugh Latimer, Ex-Bishop of Worcester: *Seven Sermons before Edward VI., on each Friday in Lent, 1549; pp. 208. Price 35 cents.*
- William Roy: *Jerome Barlow, Franciscan Friars. Read me, and be not wroth (1528); pp. 184. Price 35 cents.*
- Sir Walter Raleigh, Gervase Markham. J. H. van Linschoten. *The Last Fight of the Revenge. 1591; pp. 96. Price 35 cents.*

- Henry Howard, Earl of Surrey: Sir Thomas Wyatt. Nicholas Grimala. Lord Vaux. Tottel's Miscellany. June 5, 1557; pp. 272. Price 80 cents.
- Thomas Watson, Londoner, Student-at-law. Poems. 1582-1593; pp. 208. Price 50 cents.
- ARBER: The English Scholar's Library of Old and Modern Works. Edited by Edward Arber. Size of each book $5\frac{1}{2}$ x 8 in. Macmillan & Co.
- Rev. John Udall: A Demonstration of Discipline; pp. 84. Price 50 cents.
- John Knox: The First Blast of the Trumpet; pp. xviii+62. Price 50 cents.
- Thomas Decker,: The Seven Deadly Sins of London; pp. xii+50. Price 50 cents.
- William Caxton: Reynard the Fox; pp. xvi+120. Price 50 cents.
- The Return from Parnassus; pp. xvi+72. Price 50 cents.
- Richard Barnfield: Poems; pp. xxiv+124. Price \$1.
- Edward Arber: The Martin Marprelate Controversy; pp. 200. Price \$1.
- Clement Robinson: A Handful of Pleasant Delights; pp. xvi+64. Price 50 cents.
- ARBER: An English Garner. Ingatherings from our History and Literature. In six volumes. Size of each volume $5\frac{3}{4}$ x 8 in. Price of each volume \$1.60; pp. in each volume 656. Macmillan & Co.
- BRIDGES: Milton's Prosody. An examination of the rules of the blank verse in Milton's later poems, with an account of the versification of Samson Agonistes, and general notes by Robert Bridges. Size $6\frac{1}{2}$ x 8 in.; pp. 80. Price 40 cents. Macmillan & Co.
- CHURCH: Stories from English History. From Richard II. to Charles I. By the Rev. A. J. Church, M. A., Sometime Professor of Latin in University College, London. With many illustrations. Size $5 \times 7\frac{1}{2}$ in.; pp. viii+210. Price \$1. Macmillan & Co.
- CROSWELL: See Macaulay.
- DANA: The Riverside Literature Series. Two Years before the Mast. A personal Narrative. By Richard Henry Dana, Jr., with supplement by the author and a biographical sketch. Size $5 \times 7\frac{3}{4}$ in.; pp. x+470. Price 60 cents. Houghton, Mifflin & Co.
- EGGLESTON: Stories of Great Americans for Little Americans. Second Reader Grade. By Edward Eggleston. Size $5 \times 7\frac{1}{2}$ in.; pp. 159. Price 40 cents. American Book Co.
- EGGLESTON: Eclectic School Readings. Stories of American Life and Adventure. Third Reader Grade. By Edward Eggleston. Size $5 \times 7\frac{1}{2}$ in.; pp. 214. Price 50 cents. American Book Co.
- ELIOT: The Riverside Literature Series. Silas Marner, The Weaver of Raveloe. By George Eliot, with an introduction. Size $4\frac{3}{4}$ x 7 in.; pp. xv+236. Price 40 cents. Houghton, Mifflin & Co.
- FISKE: The Riverside Literature Series. The War of Independence. By John Fiske, with maps, index and a biographical sketch. Size $4\frac{3}{4}$ x $7\frac{1}{2}$ in.; pp. xiv+200. Houghton, Mifflin & Co.
- GOLDSMITH: Eclectic English Classics. The Vicar of Wakefield. By Oliver Goldsmith. Size $5 \times 7\frac{3}{4}$ in.; pp. 207. Price 35 cents. American Book Co.
- HAWTHORNE: The Riverside Literature Series. Twice-told Tales. By Nathaniel Hawthorne, with introductory notes by George Parsons Lathrop. Size $5 \times 7\frac{3}{4}$ in.; pp. 538. Houghton, Mifflin & Co.

HOLMES: The Riverside Literature Series. The Autocrat of the Breakfast-Table, with accompanying papers. Every Man his own Boswell, by Oliver Wendell Holmes, with biographical sketch. Size $4\frac{3}{4} \times 7\frac{1}{4}$ in.; pp. xxiv+321. Houghton, Mifflin & Co.

HUGHES: The Riverside Literature Series. Tom Brown's School Days. By an Old Boy (Thomas Hughes), with an introductory sketch. Size $5 \times 7\frac{3}{4}$ in.; Price 60 cents. Houghton, Mifflin & Co.

LATHROP: See Hawthorne.

MACAULAY: Longmans' English Classics. Macaulay's Essay on Milton. Edited with notes and an introduction by James Greenleaf Crosswell, A. B., Head-master of the Brearley School. Size $5 \times 7\frac{1}{2}$ in.; lii+89; Price 45 cents. Longmans, Green & Co.

OLIPHANT: The Makers of Modern Rome. By Mrs. Oliphant. With Illustrations by Henry P. Riviere and Joseph Pennell. Size, $5\frac{1}{2} \times 7\frac{3}{4}$ inches. Pp. xvii+618. N. Y.: Macmillan & Co. 1895. Price, \$3.00.

THOMPSON: Fairy Tale and Fable. Designed for First Year Pupils. An Introduction to Literature and Art. By John G. Thompson and Thomas E. Thompson. Size, $5\frac{1}{2} \times 7\frac{1}{2}$ inches. Pp. x+144. Boston and N. Y.: The New Century Educational Co., 1895.

TRENT: Longman's English Classics. John Milton's L'Allegro, Il Penseroso, Comus and Lycidas. Edited with Notes and Introductions. By William P. Trent. Size, $5 \times 7\frac{1}{2}$ inches. Pp. vi+181. N. Y.: Longmans, Green & Co. 1895.

SHAKESPEARE: Eclectic English Classics. The Comedy of As You Like It, by William Shakespeare. Size $5 \times 7\frac{1}{4}$ in.; pp. 102. Price 20 cents. American Book Co.

WHITE: Outline of Philosophy of English Literature. By Greenough White, A. M. Part I. The Middle Ages. Size $5 \times 7\frac{1}{2}$ in.; pp. vi+266. Ginn & Co.

MODERN LANGUAGES

BERNHARDT: Ein Besuch bei Charles Dickens. Im Sommer 1857. Von Hans Christian Andersen. With Notes by Wilhelm Bernhardt, Ph.D., Director of German Instruction in the High Schools of Washington, D.C. Size $4\frac{1}{2} \times 6\frac{1}{2}$ in.; pp. iv+62. Price 25 cents. Henry Holt & Co.

BRANDT: Nathan der Weise. Ein dramatisches Gedicht in fünf Aufzügen. Von Gotthold Ephraim Lessing. Edited with an Introduction and Notes by H. C. G. Brandt, Professor in Hamilton College. Size $4\frac{1}{2} \times 6$; pp. xl+227. Price 60 cents. Henry Holt & Co.

DAVIS: Molière's Les Précieuses Ridicules. Edited with Introduction, Notes and Vocabulary by Marshall W. Davis, A.B., of the Roxbury Latin School. Size $5 \times 7\frac{1}{2}$ in.; pp. lxxvi.+162. Ginn & Co.

GRANDGENT: Heath's Modern Language Series. Selections for French Composition. By C. H. Grandgent, Director of Modern Language Instruction in the Boston Public Schools. Size 5×7 in.; pp. 142. Price 50 cents. Ginn & Co.

LUQUIENS: French Prose. Places and Persons. Edited and Annotated by Jules Luquiens, Ph.D. Size, $5 \times 7\frac{1}{2}$ inches. Pp. 213. Boston: Ginn & Co. 1895. Price, 85 cts.

MÉRAS: En Wagon and C'Était Gertrude. Two Comedies by Eugène Verconsin. With Table of Irregular Verbs by Baptiste Méras. Size $4\frac{1}{2} \times 6\frac{1}{2}$ in.; pp. 54. Henry Holt & Co.

STERN: Studien und Plaudereien. First Series. By Sigmon M. Stern. With Grammatical Tables. Sixteenth Edition, Revised. Size $5 \times 7\frac{1}{2}$ in.; pp. vi.+279. Price \$1.10. Henry Holt & Co.

German and French Poems for Memorizing. Prescribed by the Examinations Department of the University of the State of New York. With the Music to some of the German Poems. Size $5 \times 7\frac{1}{4}$ in.; pp. v.+92. Henry Holt & Co.

WENCKEBACH: Heath's Modern Language Series. *Der Trompeter von Säckingen*, von Joseph Victor von Scheffel. Abridged and edited with Introduction and Notes. By Clara Wenckebach. Size, 5×7 inches. Pp. xvi+161. Boston: D. C. Heath & Co. 1895. Price, 70 cts.

SCIENCE

BURNET: Zoölogy for High Schools and Academies. By Margarette Burnet, Teacher of Biology, Woodward High School, Cincinnati. Size $5\frac{1}{4} \times 7\frac{1}{2}$ in.; pp. 216. Price 75 cents. American Book Co.

DAVIS: National Geographic Monographs. *The Physical Geography of Southern New England*. By William Morris Davis. Size $7\frac{1}{2} \times 11\frac{1}{2}$ in. New York: American Book Co.

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